

# The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

Be taught of God; He is deep wisdom's well,  
He is of love the eternal fountain-head,  
The truth with which the highest thought is wed;  
With Him pure faith and hope must ever dwell.—Bishop Spalding.



"Thou hast taught me O God, from my youth"

Published the first of each month, September to June inclusive.

Price \$1.50 per year, (Canadian, \$1.75; Foreign, \$2.—)

THE DESMOND PUBLISHING CO.,

-:-

Publishers

-:-

Milwaukee, Wis.

EVERY NEW SUBSCRIPTION HELPS MAKE THE JOURNAL BETTER AND MORE USEFUL TO ALL.

Co-operate with the good work by renewing early and endeavoring to secure a new subscriber.

From our large list of up-to-date text-books for elementary schools we offer the following of recent publication:

<b>Spelling</b>	Hunt's Elementary-School Speller. Hunt's Modern Word Book for Primary Grades.	<b>Physiology and Hygiene</b>	Davison's Human Body and Health, Three Books. Davison's Health Lessons, Two Books. Overton's Personal Hygiene. Overton's General Hygiene. Tolman's Hygiene for the Worker.
<b>Reading</b>	Farmly Readers. Story Hour Readers.	<b>Penmanship</b>	Barnett's Business Penmanship—For all Grades.
<b>Arithmetic</b>	Hamilton's Arithmetics. Harvey's Arithmetics. Hunt's Community Arithmetic. Thomas' Rural Arithmetic.	<b>English Language</b>	Kimball's Elementary English, Two Books. Morrow's Language for Little People. Pearson and Kirchwey's Essentials of English. First Book. The same. Terminology Edition. Pearson & Kirchwey's Essentials of English. Second Book. The same. New Terminology Edition. Serl's Primary Language Lessons. Intermediate Language Lessons.
<b>Geography</b>	Brigham and McFarlane's Essentials of Geography. First Book. Second Book—With State Editions. Dryer's Elementary Economic Geography.	<b>Agriculture</b>	Buffum and Deaver's Sixty Lessons. Ivins and Merrill's Practical Lessons.
<b>American History</b>	Perry and Price's American History: First Book (1492-1763). Second Book (1763 to the Present Time).	<b>Music</b>	Dann's Music Course, Five Books. Eleanor Smith's Six Books and Teachers' Manual.
<b>Civics</b>	Forman's Essentials—With State Supplements.		

And a list of new books for High Schools too numerous to mention here.  
Correspond with us about your needs before adopting books in any branches of study.

## AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

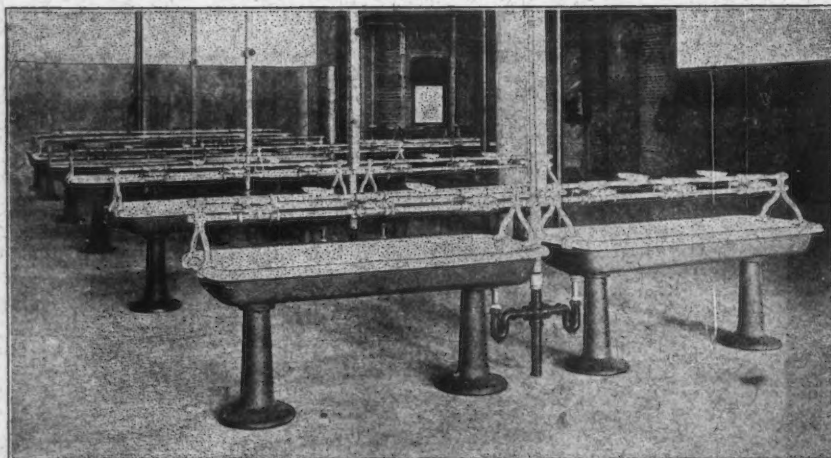
BOSTON

ATLANTA

330 East 22nd Street

CHICAGO, ILL.

# "BIG BUSINESS" BUYS WOLFF PLUMBING



Washrooms of the Continental Can Company of Clearing, Illinois, J. J. Daly, Plumbing Contractor

WHEREVER long life, constant service and high efficiency are demanded of plumbing there WOLFF Products command the interest of owner, architect and contractor. For installations of any size specify WOLFF plumbing and be safe.

## L. WOLFF MANUFACTURING COMPANY

Show Rooms, 111 No. Dearborn Street, }  
General Offices, 255 No. Hoyne Ave., } CHICAGO











## Measures of Musical Talent

By Prof. C. E. Seashore

The "Measures of Musical Talent," prepared by Professor C. E. Seashore, Head of the Department of Philosophy and Psychology, and Dean of the Graduate School of the University of Iowa, are now available in the form of Phonograph Records.

Are you interested in the discovery and encouragement of Musical Talent? Do you believe special advantage in music should be given to those who have superior talent? Do you believe that the organization of music in the schools should be based upon scientific information about talent? Do you believe in serving the community by follow-up work in the interests of the musically talented? If so, the Seashore "Measures of Musical Talent" records will be a most welcome aid to you.

The numbers and names are as follows:

- A 7536 (Measures of Musical Talent. Sense of Pitch, No. 1A.  
12 in. (Measures of Musical Talent. Sense of Pitch, No. 1B.
- A 7537 (Measures of Musical Talent. Sense of Intensity, No. 2A.  
12 in. (Measures of Musical Talent. Sense of Intensity, No. 2B.
- A 7538 (Measures of Musical Talent. Sense of Time, No. 3A.  
12 in. (Measures of Musical Talent. Sense of Time, No. 3B.
- A 7539 (Measures of Musical Talent. Sense of Consonance, No. 4A.  
12 in. (Measures of Musical Talent. Sense of Consonance, No. 4B.
- A 7540 (Measures of Musical Talent. Tonal Memory, No. 5A.  
12 in. (Measures of Musical Talent. Tonal Memory, No. 5B.

Every school that has the musical interests of the pupils and the community at heart should have a set of these test records. They are as essential to the work in music as are the tests in Reading, Spelling and Arithmetic.

The complete outfit of Measures of Musical Talent consists of five 12-inch double-disc records and a Manual of Instructions and Interpretations. The price complete, \$7.50, at any Columbia dealer.

A complimentary copy of the Manual of Instructions and Interpretations will be sent upon request.

EDUCATIONAL DEPARTMENT

**COLUMBIA GRAPHOPHONE COMPANY**

Woolworth Building, New York



**Special Price to Schools \$80**

Columbia School Grafonola  
with Pushmobile

Doors fitted with lock and key.  
Seven shelves for records.  
Reproducer, winding crank and turn-  
table may be locked in pushmobile.  
Either Oak or Mahogany.



**Clip this coupon and mail today**

COLUMBIA GRAPHOPHONE COMPANY  
Educational Department  
Woolworth Building, New York

Please send the following Literature:  
(Check subject desired)

Musical Measurement Manual ☐  
Grafonola in the Class Room ☐  
Musical Appreciation Record List ☐  
"Music Moods" Bulletin ☐

Name.....

Town.....

State.....

Grade..... CSJ-June

## For Community Service

### SERVICE

that analyzes, classifies and records all motion pictures. Our library indexes show film resources on every subject.

The production of films for educational and community purposes, already of a very large volume and continually increasing, represents many and varied viewpoints and aims. *So vast is the amount of films available for these uses that it would take many years for any one person to review them all, and to make a careful digest of their merit and suitability for various uses.*

In order that the wealth of film material suitable for use in ways other than the theatrical may be made available, it is necessary that many trained reviewers of films should co-operate.

### SERVICE

that selects purposeful programs to meet the needs of Schools and Churches in every Community.

### SERVICE

that furnishes the films and frequent expert mechanical supervision; that provides both projectors and operators if needful, that advises on any detail of the subscriber's problems.

### SERVICE

that was able to rise to a great national emergency; that now has a trained organization to aid groups, associations, schools and communities to do what they could not do by themselves.

**SUCH IS THE SERVICE  
OF THE**

**Community  
Motion Picture  
Bureau**

WARREN DUNHAM FOSTER, Pres.  
46 West 24th Street  
NEW YORK.

The distinctive  
flavor of

# Coca-Cola

The flavor of Coca-Cola is a composite of natural fruits so delicately blended that the palate is unable to distinguish any one of the component parts—the result is a distinctive flavor.

The art of compounding flavors has become a science which requires a lifetime to master. That is why it is so difficult to imitate the distinctive flavor of Coca-Cola.

The slightest deviation from the delicate balance of flavors reveals the imitation. When you ask for Coca-Cola demand the genuine by full name — nicknames encourage substitution.

THE COCA-COLA COMPANY  
ATLANTA, GA.

1A

## SUMMER SESSION 1919—JUNE 30th TO AUGUST 6th.

Complete courses, with credits towards the Bachelor degree: are offered in: Psychology, Pedagogy, Ethics, Logic, English, Latin, Greek, French, German, Spanish, History, Mathematics, Physics, Chemistry, Org. Chemistry, and Biology.

The Marquette Conservatory offers full courses in Music, and a Supervisor's course in Public School Music, including: Methods, Voice, Theory and Sight-Reading.

A Laboratory Technician's course (for women only) including courses in Pathology, X-Ray, Dietetics, Chemistry of Blood and Wassermann Test, and Hospital Records, will be given by the Marquette Medical School, June 16th to August 9th.

Address, Director of Summer Session.

**MARQUETTE UNIVERSITY, MILWAUKEE, WISCONSIN**

# UNIVERSITY OF •NOTRE DAME• NOTRE DAME, INDIANA

Summer School June 30th to  
August 9th

## GRADUATE AND UNDERGRADUATE COURSES IN

Assaying, Astronomy, Agriculture, Accounting, Art, Architecture, Astronomy, Biology, Botany, Chemistry, Drafting, Education, English, Elocution, Engineering, (Electrical, Mechanical,) French, Geology, German, Greek, History, Journalism, Latin, Law, Library Science, Mathematics, Music, Philosophy, Physics, Physiology, Physical Education, Religion, Social Science, (Economics, Politics), Spanish.

The courses will be open to women and men.

Special opportunities for teachers, both  
High School and College.

Address, The REGISTRAR,  
NOTRE DAME, INDIANA

# Bradley Quality Books

Tell Me Another Story.....	\$1.50
For the Children's Hour.....	1.50
Worth While Stories for Every Day.....	1.50
Stories Children Need.....	1.50
For the Story Teller.....	1.50
Firelight Stories.....	1.00
All About Johnnie Jones.....	1.00
Folk Stories and Fables.....	.75
Every Day Stories.....	.75
Hero Stories.....	.75
Once Upon a Time Animal Stories.....	.75
Stories of Great Adventures.....	1.25
Broad Stripes and Bright Stars.....	1.25
Stories of Wakeland and Dreamland.....	.75
The Children in the Wood Stories.....	1.25
Mother Stories.....	1.25
More Mother Stories.....	1.25
The Adventures of Twinkley Eyes, the Little Black Bear.....	1.00
The Sunken City.....	.75
The Mermaid's Message.....	.75
For the Children's Hour, Volume I.....	.50
For the Children's Hour, Volume II.....	.60
For the Children's Hour, Volume III.....	.60
In the Child's World.....	2.00
Paradise of Childhood.....	2.00
Love and Law in Child Training.....	1.00
Rhythmic Action Plays and Dances.....	1.80
Every Child's Folk Songs and Games.....	1.20
The Children's Year.....	.60
Songs of Happiness.....	1.20
Words by Carolyn S. Bailey.....	.60
Robert Louis Stevenson Songs.....	.60
Mother Goose Songs.....	.60
Holiday Songs and Every-Day Songs and Games.....	2.00
Primary Manual Work.....	1.50
Hand Work.....	.50
What and How.....	2.00
Story Telling with the Scissors.....	.50
The Way of the Clay.....	

THOMAS CHARLES COMPANY

2249-2253 CALUMET AVENUE, CHICAGO

Northwestern Agents of MILTON BRADLEY CO.

# University of Wisconsin

SUMMER SESSION 1919

June 30th to August 8th.

Law School, June 23 to August 29

320 Courses. 160 Instructors. Graduate and under-graduate work leading to the bachelor's and higher degrees. Letters and Science, Medicine, Engineering, Law and Agriculture (including Home Economics).

Teachers' Courses in high-school subjects. Strong programs in all academic departments. Exceptional research facilities.

Special Features: Agricultural Education, Americanization, Auto-engineering, Commercial and Industrial Geography, Commercial Correspondence, Modern Imperialism, Education, Festivals, French House, the Great War, History of the United States, 1898-1918, Heredity and Eugenics, Labor Problems and Industrial Service, Moral Education, Music, Practical Problems in Democracy, Romance Languages, School relations, Vocational Education, The War and Political Reconstruction.

Favorable Climate. Lakeside Advantages.

One fee for all courses, \$15, except Law (10 weeks)  
\$25. For detailed announcements, address

REGISTRAR, UNIVERSITY,  
MADISON, - - - WISCONSIN.



# SCHOOL AND JANITOR SUPPLIES

Brushes, All Kinds	Dust Cloths
Oil Mops	Brooms
Baskets	Squeegees
Mops	Sponges
Chamois	Steel Mats
Cocoa Mats	Rubber Matting
Mop Wringers	Mop Sticks
Disinfectants	Pipe Cleanser
Sweeping Compound	Floor Oil
Scouring Powder	Scrubbing Soap
Soap Dispensers	Soap Powder
Toilet Paper	Liquid Soap
Crayon	Paper Towels
Library Paste	Ink
Metal Polish	Paper Towel Fixtures
Toilet Paper Fixtures	Closet Bowl Cleanser

PLACE YOUR ORDERS NOW FOR JULY AND AUGUST  
SHIPMENT.

# BADGER BRUSH COMPANY

655-657 East Water Street

Milwaukee,

Wis.





## Linen Economy

**BAKER LINENS** are especially made to withstand the repeated laundering required by schools and institutions. They retain their soft texture and fresh appearance under the most trying conditions.

**BAKER LINENS** stand up under the hardest kind of use. Their wear-resisting qualities have earned them an enviable reputation.

**BAKER LINENS** combine excellent texture and finish with superior strength and long life. The satisfaction obtained by using them far exceeds their initial cost.

Write for samples and our wholesale price list. We supply everything in textile furnishings.

**H. W. BAKER LINEN COMPANY**  
41 Worth Street,  
New York City.

752 So. Los Angeles St.,  
Los Angeles, Cal.

453 Washington St.,  
Boston, Mass.

# KRUS

## ENGRAVING COMPANY—

STROH BLDG.  
RAND M<sup>Y</sup> NALLY BLDG.

MILWAUKEE, WIS.  
CHICAGO, ILL.

## Geo. F. Rohn Electric Co.

Contractors for all kinds of  
**ELECTRICAL WORK**

Motor and Dynamo Repairs

**MAZDA LAMPS**

Motor and Dynamo Brushes

Estimates on State and City Jobs promptly  
submitted.

524-526 JACKSON STREET

Tel. Broadway 761

MILWAUKEE, WIS.

### LITTLE THINGS THAT COUNT

*As Poor Richard says, "Many a little makes a mickle."*

KEY—Dear Sir: We are in receipt of your favor of the 6th inst., and beg to state that we are today mailing you a copy of our artists' material catalogue. Delay in forwarding the catalogue was due to the—

6. A striking illustration of the ease and regularity of the abbreviating principles of Natural Shorthand you will find in paragraph 86, presenting the forms for the days of the week and the months of the year,—day in each instance being expressed by d. The forms for the months are similarly distinctive.

7. The writing of unusual Proper Names is a source of annoyance and perplexity to the shorthand teacher. Hence the general practice of expressing them in longhand.—Students and teachers of Natural Shorthand experience no such difficulty. We have made special provision for the writing of unusual Proper Names, whether English, French, or German, paragraph 84. This is a point you will appreciate.

8. According to Webster, diphthongs are *monosyllabic*, not *dissyllabic*. As such, Natural Shorthand expresses the diphthong of for instance, by a *simple* instead of a *compound* character. Similarly we *invariably* and clearly express the *accented* vowel instead of leaving its insertion or omission to the (often immature) judgment of the writer.—This will relieve you when that suspicious-looking stranger hands you a stenographic note, and remove all doubt as to whether he wants to enter "his boy into your school" or "his *bovie* (bo-y) into your *skull*."

9. No etymological monstrosities in the way of suffixes and prefixes. No analyses like phon-ograph, the-ology, instru-ct, contri-bution, den-ote, mist-ake.—Our suffixes and prefixes are in perfect accord with the laws of etymology. We challenge you to discover anything offensive to the student of language!

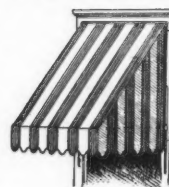
Aside from phonetics and considerations of construction as viewed by the *scientist*, Natural Shorthand has also conformed to present-day ideas as demanded by the *practitioner*. It has specialized.

Teacher of shorthand, has your instruction a particular, a *special* object in view? Are you training your students for the reporter's table in the court room or for the amanuensis' desk in the business office? Admittedly more than nine-tenths of those who study shorthand make use of it in commercial work. Why then burden your pupils with a voluminous, overwrought text-book teaching the difficult art of *reporting*, when they enter your school with a view to preparing for the *business office*. Why not specialize?

Natural Shorthand has specialized. It is a commercial shorthand, not a reporters' system. It is the only system adapted to the particular needs of the students in our business colleges and high schools. It is free from the intricacies and difficulties of the reporters' systems. As such, students will qualify for office work in one-half the time required by systems constructed to supply the wants of both amanuensis and reporter. Let your choice be governed by the requirements of those entrusted to your care.

**AUG. MENGELKAMP, East Dubuque, Illinois**

## Awnings, Tents and Flags



Large Stock  
Best Values  
Prompt Service

Estimates furnished on city or state orders.

Special attention given to schools, convents, etc., and the clergy.

**JOYS BROTHERS CO.,**

ESTABLISHED 1844.

205 East Water St.

Milwaukee, Wis.

## Assistance to Teachers

(ESTABLISHED 1900)

Essays, Orations, Addresses written, also Debates outlined, on given subjects. Other service as may be needed.

Terms on application; according to work.

P. S. HALLOCK, Box 398, Wilmington, Del.

**Milwaukee Consolidated Music Co.**

Successor to

ROHLFSON SONS MUSIC CO.

HAU & SCHMIDT MUSIC CO.

Everything in Music and

Musical Merchandise

126 Onida Street

MILWAUKEE

Mail orders given special attention.

## "RELIGIOUS COMMUNITIES OF WOMEN IN THE NEW CODE OF CANON LAW."

Compiled and arranged by a Friar Minor of the Sacred Heart Province. Being a brief statement of "Things They Ought to Know" from the New Code, 50 cents. Postage extra. Address: Librarian, 3140 Meramec St., St. Louis, Mo.

Just say: "I Saw It In C. S. Journal."



## In Schools from Coast to Coast



Your protection is the Beaver trademark on the back of every slab.



Beaver Blackboard has seen many years of the hardest kind of service in both temporary and permanent school buildings throughout the country.

It has proved its economy, its durability and its true worth to the satisfaction of many teachers, superintendents and school officials.

From the building standpoint it has proved economy by its *low freight charges*, its small cost for installation and great lasting power.

From the performance standpoint it has proved true worth by its good working qualities, its elimination of all cracking and its long life.

"Why you should interest yourself in Blackboards" is the title of a very instructive booklet on the important subject of writing-surfaces for the school. Let us send you a copy of this book with sample pieces of Beaver Greenboard and Blackboard.

### THE BEAVER BOARD COMPANIES

155 Beaver Road

Buffalo, N. Y.

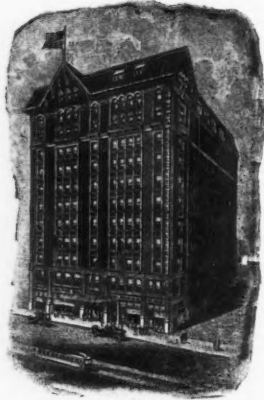
Branches at Boston, New York, Baltimore, Cleveland, Detroit, Chicago, Minneapolis, Kansas City, San Francisco, Ottawa, Can., and London, Eng.

*Manufacturers also of Beaver Board.*

Distriators in principal cities, dealers everywhere.

# BEAVER GREEN BLACK BOARD

ABSOLUTELY FIREPROOF  
CIRCULATING ICE WATER IN EVERY ROOM



## HOTEL WISCONSIN

Harry W. Canders, Mgr.

The Big Hotel of Milwaukee

SPECIAL ATTENTION TO THE CLERGY  
AND TEACHERS.

BADGER ROOM

Finest Restaurant in the State.

## REVEREND CLERGY WHAT ABOUT FIRE?

Your Church, Rectory and School  
should be equipped with

## "FEUMORT"

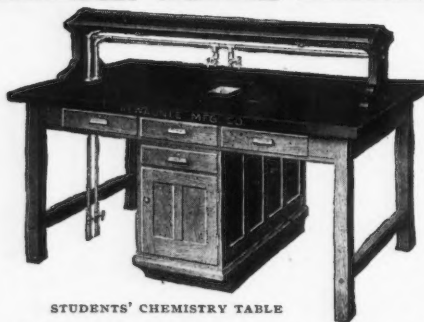
The newest fire fighting device.

A chemical combination discovered and used  
for fighting liquid fire, during the great war.  
Its action is instantaneous. Has been placed  
in many institutions, schools and parishes.  
If you are interested in genuine fire pro-  
tection, write us.

The Feumort Mfg. Co., Inc.

235 E. 22nd St.,

New York City



STUDENTS' CHEMISTRY TABLE

We esteem it as a distinction to receive such a letter as  
the one which contained the appended extract, and it is a  
privilege that we have long endeavored to deserve — both  
in a manufacturing and a business way.

The Sisters of Notre Dame, Notre Dame Academy, Boston, write:

"It gives us great pleasure to state that our Chemical and  
Physical laboratories equipped with your highly prized  
Kewaunee tables, desks, cabinets, etc. form one of the  
proudest features of our new Boston Fenway Academy,  
and we deeply appreciate both our fortunate investment in  
your excellent supplies, and the marked courtesy, as well  
as the business reliability of your dealings."

The Kewaunee Book is compiled from the experience of  
almost a score of years. It is well worth writing for.

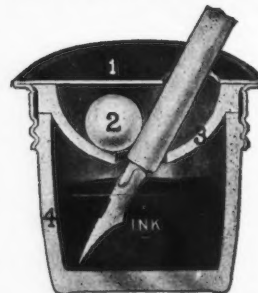
**Kewaunee Mfg. Co.**  
LABORATORY FURNITURE EXPERTS  
**KEWAUNEE, WIS.**

New York Office, 70 Fifth Avenue

Dallas	Branch OFFICES:	Kansas City
Columbus	Atlanta	El Paso
New Orleans	Little Rock	Denver
		San Francisco

## FOR ECONOMY AND EFFICIENCY

## SQUIRES IMPROVED SELF-CLOSING INKWELL



It will save its  
cost the first year  
in ink and trouble.

Fits a hole  $1\frac{3}{4}$   
to  $1\frac{7}{8}$  in. and with  
the adapter any  
larger hole.

### Note these Special Points

Always closed; is practically air-tight  
and dust-proof. Marble cannot be removed;  
just enough ink on the pen and none on the  
children's finger. Ink will not clog in it.  
Regular finish Black Rubber; if desired  
Nickel Plated.

Write for sample and prices on our full line.

**Squires Inkwell Co.**

941 Liberty Ave.

Pittsburg, Pa.





FIRST COST THE ONLY COST

## No Artificial Blackboard Has Ever Equalled Slate

NO matter on *what* basis you figure---whether economy, service, lasting qualities, satisfaction to pupils and teachers, "bite," smooth surface, or investment---Natural Slate has *not been equalled* for blackboard purposes.

Make any and all tests---the artificial boards will be found wanting. Not *one* will compare favorably with slate.

### A Fifty-Year Record

The first Natural Slate Blackboards were installed more than fifty years ago---and are still giving the *best* of service and satisfaction. Probably they will continue to do so for another fifty years, or longer.

There is *no upkeep expense* for Natural Slate Blackboards.

The *best* is the *cheapest*.

Natural Slate Blackboard Company

Representing Thirty-five Quarries and Companies

Headquarters: Pen Argyl, Pennsylvania

Mills at Slatington, Wind Gap, Pen Argyl and Bangor



NATURAL SLATE BLACKBOARDS  
OUTLAST THE BUILDINGS

**PASS ANY EXAMINATION  
DO YOU KNOW THAT  
"The Regents' Review Books"**

PUBLISHED BY  
**W. HAZLETON SMITH**

have been introduced into thousands of Parochial Schools as well as Public Schools throughout the United States and Canada?

DO YOU KNOW that they are recognized by the leading Schools in New York City and elsewhere as being the best for Review Work and to prepare for Examinations?

Question Books 30 cents. Answer Books 35 cents.

**SUBJECTS**

Arithmetic	English History
Geography	Ancient History
Elementary English	Civil Government
English Grammar	History of Education
United States History	American History
Physiology	Physics
Spelling	Biology
Algebra	Botany
Intermediate Algebra	Chemistry
Geometry	Zoology
1st Year English	1st Year French
2nd Year English	2nd Year French
3rd Year English	1st Year Latin
4th Year English	2nd Year Latin
Psychology and Principles of Education	1st Year German
Commercial Geography	2nd Year German
Physical Geography	3rd Year German
	Commercial Law
	Physical Geography

Six or more copies, 12½% discount  
One doz. or more copies, 25% discount

**SEND FOR CATALOG**

**A New  
Mental Arithmetic**

By C. S. Palmer, B. L.

PALMER'S MENTAL ARITHMETIC has been compiled to meet the need for special mental work in the sixth, seventh and eighth grades. Classes that study this book thoroughly need have no fear of mental tests in any examinations.

Price, 30 cents each; 6 or more copies 12½% discount; 1 doz. or more, 25% discount.

**How to Teach  
DRAWING**

This book tells the teacher how to proceed from day to day. What to have pupils do. What questions to ask. What answers to require.

We have just added a chapter on Color to this book, with questions at the bottom of each page for the use of teachers preparing for examinations.

Price of the complete book, prepaid, 35 cts.

**Seat Work**

By Elizabeth Merrick Knipp, B. S.

The latest and best busy Work Series.

50 LANGUAGE SHEETS.  
50 ARITHMETIC SHEETS.  
50 GEOGRAPHY SHEETS.  
50 MISCELLANEOUS SHEETS.  
50 DRAWING SHEETS.

Size of sheet, 3½x5—Colored, Illustrated.  
Price, 25 cts. per set of 50; 5 sets \$1.00.

Keep your pupils busy and they will give you no trouble.

**SPECIAL OFFER**

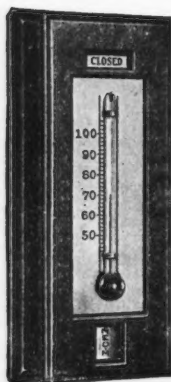
To introduce this work we will send the five complete sets, postpaid, upon receipt of 50 cents in stamps.

**Report Cards**

These cards are arranged for keeping a record of the standing of your pupils for each review during the term or year. One card answers for one pupil a whole year. They are arranged for the signature of the parents each month. Size of each 7½x4 inches. Price, 10c per doz.; 3 doz., 25c. Send 10c for sample dozen.

For any of the above books, address

**W. HAZLETON SMITH, Desk C, 117 Seneca St., Buffalo, N. Y.**



**The  
Silent  
Sentinel  
of  
Health**

A perfect classroom is absolutely imperfect unless the **JOHNSON THERMOSTAT** is standing guard as "The Silent Sentinel of Health." Think of the coal conservation, let alone the health conservation, made possible by the use of

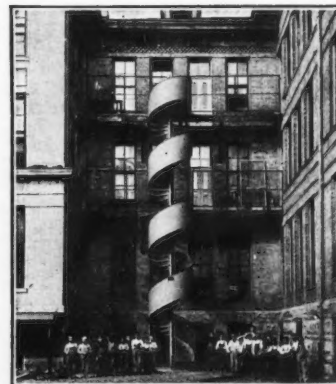
**JOHNSON (HEAT HUMIDITY) CONTROL**

The **JOHNSON THERMOSTAT** makes the point of control between the temperature of the classroom and the heat supply. Automatically it shuts off the heat when the temperature exceeds 68° and turns it on as soon as the temperature drops.

Are you interested?

**JOHNSON SERVICE COMPANY  
MILWAUKEE, WIS.**

*The oldest producers of temperature and humidity control apparatus in the World.*



**WHERE  
SECONDS  
COUNT**

When the fire gong rings out its fateful warning and the tongues of flame dart in hot pursuit of fleeing children, time is vital. A minute's delay, even a second's hesitation, may mean confusion and disaster.

**STANDARD SPIRAL FIRE ESCAPE  
Fastest and Safest**

Children never hesitate to slide down a spiral chute. They merely sit down and slide, sheltered from flames and heat, unable to recognize their dizzy height above the ground.

Small children progress as rapidly as the older and larger, for gravity carries them all alike.

Write for full description and free estimate of cost. Give floor heights.

**STANDARD CONVEYOR CO.**

FORMERLY

**MINNESOTA MANUFACTURERS' ASS'N**

North St. Paul, Minn.

REPRESENTATIVES IN ALL PRINCIPAL CITIES.

# Catholic School Journal

A MONTHLY MAGAZINE

OF EDUCATIONAL TOPICS AND

SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

VOL: NINETEEN; Number Three

MILWAUKEE, WIS., JUNE, 1919

Price, \$1.50 Per Year

NOVT ET VETERA. There are still some Catholic educators—good gentlemen and ladies with souls prematurely gray—who need to be reminded that educational conditions change, that new demands arise in teaching and in management, that pedagogical methods are very much like clothes in that even the best of them wear out in time, even if the wearer should not happen to outgrow them. Many of us would be freer to do God's work in God's world if our mentors would only refrain from loading us with heaps of unfashionable, outgrown and unwearable professional vesture. Saul's armor was very good armor; but it was not good for little David.

Readers of Professor Brander Matthews' recent book of reminiscences entitled, "These Many Years," will recall the chapter wherein he describes conditions during his student days at Columbia in the era following the close of the Civil War. He indicates, by means of a few graphic anecdotes and incidents, the very considerable gap in methods and management which separates the Columbia of 1868 from the Columbia of 1918. For instance:

"We were expected to prepare so many lines of Latin and Greek, or so many problems in mathematics, or so many pages of the text-book in logic or in political economy; and in the classroom we were severally called upon to disgorge this undigested information. And it was information that we were expected to acquire, rather than the ability to turn this to account and to think for ourselves.

"We were rarely encouraged to go outside the text-book; and no collateral reading was either required or suggested. We were not urged to use the library; indeed it might be asserted that any utilization of its few books was almost discouraged. The library was open only for one or two hours a day, after one o'clock when most of us had gone home to our luncheons. I, for one, never climbed its stairs to avail myself of its carefully guarded treasures; and I doubt if any one of my classmates was more daring in adventuring himself within its austere walls, lined with glazed cases all cautiously locked. It contained less than fifteen thousand volumes; and it possessed no book which the grave and learned custodian had not personally examined to make sure that it was fit reading for youths of our tender years. This scrupulous librarian was allowed a sum of one thousand dollars a year for the increase of his collection; and he purchased only the very few volumes which he felt to be absolutely necessary, taking great pride in returning to the treasury of the college as large an unexpended balance as might be possible."

All that seems far removed from our own day of extensive reading and efficient library service; and yet even in this year of grace there may be a college or two where the librarian is a very hard man to find when you want him, who closes the reading room on the flimsiest pretext, who carries more keys than a jailor and who does his little best to discourage intercourse with his wares. A niggardly treatment of the library in the annual apportionment of funds is still a phenomenon not quite so rare as to excite comment; accessions to the library shelves are sometimes denied on the astonishingly logical grounds that "We have more books in the house than the students have time to read, so why get any more."

And it may be possible to discover here and there a class in college, in high school or in the grades where collateral reading is frowned upon as a wrinkle and a fad, the frowning being done by teachers who are so lazy or so ignorant as not to know that until a student reads

## Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

into and around his subject his knowledge will be fragmentary and his interest sporadic. In some classes too, and even at this late day, to think for yourself is to commit the unpardonable sin. It was in a twentieth century college that an instructor said to a dissenting student: "But you must be wrong; have I not stated the direct contrary myself?" In a Catholic college such a thing should be considered heresy, for it implies that somebody besides the Pope is infallible—and that in matters not directly pertaining to faith or morals!

And, finally, can we honestly say that the recitation-hearers, as distinguished from the teachers, have completely vanished from our schools? Are there not here and there hidebound old-timers who continue to make students disgorge undigested information and who find no incentive, no inspiration to effective teaching in the events of the last twenty years—men who today teach mathematics or history just as they did before the war with Spain?

These things are blots on our reputation as educators and veritable millstones tied about the necks of progressive teachers who understand the needs of the times and the fundamental nature of man as revealed in such relatively new sciences as sociology and psychology. Indeed, we have known of quarters where the word **progressive** was held in slight esteem and made the target of unseemly ridicule, and where to call a teacher conservative was to canonize him on the spot. To be sure, in every school both the progressive and the conservative are needed, but it will do no harm for all concerned to remember that the progressives are the wheels while the conservatives are merely brakes.

We Catholic teachers are in no great danger of falling victims to undue progressiveness; for a number of reasons we are more apt to fall into the error of priding ourselves on a form of conservatism which is really a form of stagnation. It sometimes happens that men are elevated to positions of direction and management who have not been in active touch with educational problems and conditions for many years and who cannot understand—save by a special grace not always given them—the needs and the difficulties of the moment. In every well built educational organization the place of the leader is out in front—not half a century behind the times. And let it be thoroughly understood that no man is a safe and sound guide for teachers unless he is himself a teacher—not thirty years ago, but right now.

A MODERN INSTANCE. All this demands meditation when there is question of selecting textbooks. The first consideration ought to be this: Was this book written by a teacher? Scores of textbooks are turned out by scholars, by theorists, by dilettanti and by booksellers' hacks, textbooks often copiously advertised and fervently recommended by men with a minimum of actual classroom experience. Such books, too often, are enthusiastically adopted by school boards—the members of which never even pretend to be teachers—and then the real educators are forced to do their work handicapped by improper tools.

In our own schools a present difficulty is the standardizing of texts in religion. Now Christian Doctrine is a relatively stable subject, inasmuch as its content is fixed and permanent. There is no question here of difference of matter, but merely of variety of manner of presentation. And the one pertinent consideration is, what man is best qualified to choose the manner of presentation best suited to the needs and capacities of growing minds? Is it the



theologian, or the moralist, or the psychologist or the artful dabbler or the faddist? Or is it the man who teaches? It would seem that a series of textbooks of religion prepared and used by a society of Catholic educators should have many points in its favor as compared with a series of textbooks made by men who know everything about religion except the actual teaching of it to children in the grades.

Common sense should go far toward solving the difficulty. If I want a loaf of bread, I don't go to a learned chemist who can tell me all about the constituents and properties of gluten and starch, but I betake me to the man who has had practical experience in the baking and the selling of bread. If my house is on fire, I waste no time in securing the excellent theories of the eminent physicist across the street; but I send in an alarm to the firemen who have specialized in the art of putting out fires. And if a rude highwayman stops me in the street and takes away my watch and my purse, I do not seek redress at the hands of a learned criminologist or a biographer of the James Boys and Robin Hood; I simply whistle for a policeman.

Similarly, if I am looking for a good text in Christian Doctrine, why should I seek out a devout hermit or a Doctor of Sacred Theology or a theorist who maintains that he has perfected some short and easy method of teaching religion? The rational procedure is to go to the practical, successful teacher. And the teacher tells me, "Here is a book which I use in my class and which several thousand of my fellow teachers likewise use. It has been prepared by a corps of practical, experienced teachers. It has its weak points, of course, for no textbook can possibly be fool-proof; but it is the best textbook we know of, the most workable, the most teachable." Am I making a blunder in adopting such a book?

**OF MAKING MEN.** Once there was a novice who ingenuously confessed to his director that he had a temptation against the faith. "I find," he said, "that my wretched body is a source of temptation to me and a cause of weakness; it is a great danger to my eternal salvation, for through it I stand liable to be drawn away from the things of God. And therefore this thought, this temptation has taken hold of me: How can the Creator be Good and Lovable, since He puts me in a position of so much jeopardy?"

And the wise director made answer thus: "Temptation is part of the divine plan. God has given you your troublesome body to teach you lessons of wisdom. It is His will that you learn to know yourself by means of close association with danger. He loves you so much that He won't coddle you. His greatest gift to you is free will; yet it is a most dangerous gift. What reward could you expect to receive for doing right unless you had a man's size chance of doing wrong?"

Some weeks ago Miss Ella Frances Lynch, of the National League of Teacher-Mothers at Bryn Mawr, gave to an anxious mother this piece of advice regarding the up-bringing of a boy: "Do not stop harmless mischievousness, but let him learn to take the consequences and shape his conduct accordingly. Give him a reasonable amount of liberty to get into trouble. You must do that if you want him to get strong to resist what is wrong and bad."

The monk and the teacher both had the right idea. It is impossible to make men, real men, strong men, manly men, unless they be given liberty to get into trouble. They must be taught to develop initiative, to learn how to fight danger by wrestling with danger. That is the way of the wise teacher with his pupils, and it is the way of God with man.

Therefore excessive organization, minute regulation of conduct, dozens of producing do's and prohibitive don't's, do not strengthen character; they weaken and deprave it. The severest indictment of the military life is based on the fact that it makes for dull and deadly regularity and destroys the spirit of initiative and individuality. Concerning it a recent critic says:

"The soldier's life is so arranged that the only thing to do is to be irresponsible. His food, shelter, and clothing are provided for him. He has no voice in matters of the most intimate and personal activity. He can do nothing of his own volition. The buttons on his coat are regulated by a rule which he did not make and which he cannot change. The shape of his shoes, the color of his hat cord,

(Continued on Page 112)

## Results vs. Claims

Commercial Department

The State Normal and Industrial College

GREENSBORO, N. C.

April 17th, 1919.

The Gregg Publishing Company  
New York

Gentlemen:

I have your very pertinent letter of the 15th. Often in the past as I have read your letters and literature, I have asked myself the question, how long, how long yet before making a change to the Gregg system.

But still I hesitate. Because—

If you had the best and largest school in the state;

If you had the best school in the South Atlantic states;

If you had the entire confidence of the business men;

If the court officials praised you for the excellence of your product;

If every competent shorthand writer sent out was eagerly sought after;

If the number admitted to your classroom was limited only by the capacity of the building;

If you had a waiting list;

If you were making \$10,000 a year for your principal;

If you knew you were a success and everybody told you that you were; yes, my good sirs, would you not also hesitate to make a change?

There are about 325 high schools in the State. Eighty or more of these are represented in my classroom today. Among my students are some from the fourteen high schools who you say are teaching the Gregg system. We are working over these students, trying to make Isaac Pitman successes out of Gregg failures.

Hardly a year passes that we do not have Greggites in our dictation room writing the Gregg system. We have observed their going-up ability with peculiar interest. Our observation of their efforts makes us hesitate still more.

We have seen your system working at first hand in our classroom.

We know that in the Isaac Pitman system we have an instrument that will stand; we are not sure that your system in our hands would do so.

Respectfully,

E. J. FORNEY.

Send for a copy of "WHY" and Particulars of a  
Free Correspondence Course for Teachers.

**ISAAC PITMAN & SONS**

2 West Forty-Fifth Street, NEW YORK

Publishers of "Course in Isaac Pitman Shorthand," \$1.50; "Practical Course in Touch Typewriting," 85c; "Style Book of Business English," \$1.00; adopted by the New York Board of Education.

## Poise: A Lesson from "Hamlet"

By Brother Leo, F. S. C., L. H. D.

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

not directly pertain to the object they have in view. And they are rightly called narrow and one-sided, for they have given a misproportioned pattern to their lives; they lack balance, poise, the perfection of character.

Repeatedly we have been told that the great aim of education is to secure full, complete, well-rounded development, to cultivate the sound mind in the sound body, to teach something about everything and everything about something. That ideal is the ideal of poise. Poise enables a man to travel in distant lands and yet not find himself an alien; to bathe his intellect in many currents of thought and yet be not swept away by any; to absorb, to assimilate all wisdom, human and divine, and yet find the possibility of its fruitful and vital correlation; to give freely and unstintedly of his learning, his talents, his friendship and his time, and yet possess his soul in harmony, in growth and in peace. The man of the world has poise when he can converse agreeably and profitably alike with the statesman, the society woman and the bootblack; the educator has poise when he can take delight both in the great books of the world and in his students' weekly themes; the religious has poise when he finds it possible to reconcile the wonderful paradoxes of Christ's Gospel teachings, to lose his life and to save it, to be at the same time a richly convivial human being and a rigidly solitary saint. The supreme exemplar of poise is Our Lord Jesus Christ, of Whom it is written, "He hath done all things well."

The perfection, the ripe development, the harmonious growth of personality which poise implies is difficult to secure. It comes not save by conscious effort and valiant striving and wise discernment and knowledge wide and deep. Mere hard work will not produce it, nor will mere zeal nor mere scholarship nor mere sanctity; nor will one's place of birth nor one's state in life. Souls may be saved without it; with it, souls can hardly be lost. Poise means in some degree a reflection in the individual man of the infinite power and knowledge and beauty and love and justice and goodness of God. Every branch of learning may help the individual to secure poise, but especially is there aid and stimulation in the right study of literature, for here, more than in any other department of knowledge, is there a copious store and a happy commingling of all wisdom, both human and divine.

1. **The Consciousness of Knowledge.** The man who habitually devotes himself to the reading of the world's great books—the books of the singers and the philosophers, the story-tellers and the masters of style—will assuredly learn much and know much; but—and this is something vastly more important—he will come to learn how to learn and to know that he knows. In other words, he will gain that rare and gravely misunderstood gift, the consciousness of knowledge.

Let him, for instance, read aright Shakespeare's great

drama, "Hamlet." In the protagonist he comes face to face with an intensely appealing man; and in the life and in the thought, in the words and in the personality of that protagonist he finds endless opportunity for comparing and testing and re-shaping his own life and thought, his own speech and character. He is forced to ask himself: "Am I as great or as little a man as Hamlet? Am I so handicapped by nature, environment and fate? Am I so greatly tried by griefs and perplexities, so cruelly torn by conflicting passions? Have I been blessed as he was blessed with one faithful and dependable friend? To what extent do I share in his view of human life, in his "thoughts beyond the reaches of our souls?" What do I consider the supreme excellence in his character, and what the fatal flaw; and what is my own status in these regards? What should I do were I in his place; and what would he do were he in mine?"

Nor will the reader confine himself to a study of the principal character in the play. He will consider the drama as a whole—remembering always that a drama is essentially character in action—and realize that he is learning many an important lesson from the men and women in the play: From King Claudius, who has allowed the sensual side of his nature to gain so vile a mastery over his better parts that even the grace of prayer is denied him though the worm of conscience gnaws unceasingly at his heart; from Gertrude, the queen-mother, who is weak rather than bad, and whose weakness brings woe and sin into every life that touches hers; from the "rose of May," the fair Ophelia, whose gentleness and beauty, unsustained by a sturdy character, are unable to preserve her and those she loves from the bitter wind of tragedy; from Laertes, that thrasonical sower of words, whose threats and resolutions are impressive but whose achievements are so pitifully small; from Polonius who has been most ironically cursed with the consciousness of knowledge without the knowledge itself, who relies unduly on the past for light on the problems of the present, who ever gives honorable and wise counsel while ever acting dishonorably and stupidly; yea, from the Grave-Maker who can sing cheerful songs while he spades human bones and who has evolved a philosophy of life that is of the earth, earthy.

In fine, the reader of "Hamlet" comes gradually to see that he has drawn from the play not merely a knowledge of human nature, but a realization of human nature, in himself and in others, which will aid him and console him in the conduct of his own career. He discovers that the ideal type of man is thinker as well as doer and doer as well as thinker, that sin is a canker that affects the innocent as well as the guilty, that evil is wrought less through deliberate malice than through passion and weakness. And at every turn he finds springing up in his mind events in his past life, episodes in the world's history, passage remembered from the Holy Scriptures and the Imitation that serve to confirm and explain his impressions of the play and its characters.

2. **The Relativity of Knowledge.** The consciousness of knowledge makes for poise, for it is really the salutary consciousness of power; but the study of "Hamlet" gives also a realization of the relativity of knowledge, which is really the salutary realization of ignorance. The reader perceives that ignorance—criminal ignorance, as in the case of the King, or complacent ignorance, as in the case of Polonius, or contented ignorance in the case of Ophelia—leads unswervingly to disaster; that the Grave-Maker illustrates the ignorance of the clown and that Hamlet illustrates the ignorance of the learned; that, in the play as in life, even the men who know most really know pathetically little. And these perceptions will evoke a wholesome act of humility and a renewed consciousness that the reader himself—who is probably neither a Hamlet nor a Grave-Maker—has yet many new things to learn and many old things to learn anew. Thence will come another element in poise—that gentleness of spirit and courteousness of attitude and moderateness of

statement which characterize the possessor of mental, emotional and spiritual balance and proportion.

3. **The Fruits of Experience.** Even a cursory reading of "Hamlet" serves to remind us of the truth once graphically expressed by an American humorist: "Experience keeps a good school, but the tuition is high." Here, as elsewhere, Shakespeare makes it clear that the fruits of experience—however merry may have been the sowing—are garnered only at the price of tears and trouble. And more than that, he shows—a thing that some of us never seem to learn and that the rest of us are prone to forget—that often, though the tears be salt and the trouble sore, the fruits of experience vanish as a dream in the night. Hamlet, though the most tragic figure in the entire play, has this unique distinction: He learns something from every person and from every event; he can profit from seeing the First Player read a fustian speech and from hearing the Grave-Maker discuss the process of bodily decomposition, from meeting his father's spirit on the battlements at Elsinore and from discovering that Laertes fences with an envenomed foil. Hamlet, at the beginning of the drama, is the wisest man in Denmark; and at the end he is vastly a wiser man. On the other hand, we have Polonius who, though he is twice Hamlet's age, has not a tithe of his wisdom; and who though he has had all manner of educative experience, learns only to play the eavesdropper and to die the death of a rat. A medial type is Hamlet's mother; she learns from experience, but not until her soul is mired and her heart is torn to shreds. The closet scene is the climax of her spiritual education, the turning point in her moral life; and the key to it is found in Hamlet's momentous words, "I must be cruel only to be kind."

This ability to pluck the fruits of experience always and everywhere and each day to live one's life sustained by that nourishing if sometimes unpalatable food, is another prerequisite for the acquisition of poise. The man of poise, like unto the man of justice, may fall seven times a day; but ordinarily he never falls twice in the same place. He makes mistakes; but he learns from his mistakes: And—this by no means an inconsiderable trifle—he learns from other people's mistakes. Were Hamlet given his life to live over again, he would be able, in the light of his past experience, to shape its course more successfully; but were Polonius given fifty lives to live over again, he would prove but fifty varieties of the same old fool.

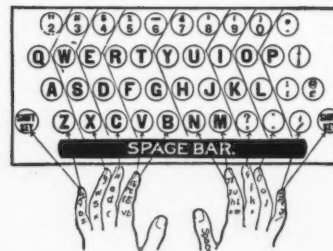
4. **Sympathy.** Another mark of poise is the capacity of feeling with others, even when knowledge of their motives is lacking and approval of their conduct is denied. This trait is beautifully illustrated in Hamlet's consistent treatment of his mother—"I will speak daggers to her but will use none." And the reverse of it is aptly indicated in Polonius's complaint that the First Player's recital is "too long," and in the Grave-Maker's callous and flippant commentary on the death of Ophelia. The misshapen soul detests the things he does not understand; the well-proportioned soul strives, through sympathy, to merit understanding.

5. **A Training in Urbanity.** Urbanity is true politeness; it is the *savior faire* which cometh from within. Superficial politeness—not inappositely styled "party manners"—depends on external rules of etiquette, and often, while observing them to the letter, is false to their spirit. But urbanity is essentially of the spirit, and implies true kindness, thoughtfulness, unselfishness, ease and tact. Many of Shakespeare's kingly characters possess this fine flower of personality, but none of them in so high a degree as Hamlet, Prince of Denmark. To read the scenes wherein he converses with Horatio, with Polonius, with the players, with his mother, with the Grave-Maker, is to realize that urbanity in act and speech is something that can come only from inherent wisdom and nobility of soul. Never do we forget that he is the Prince; yet never does he "stand upon his dignity" or wave the baton of authority. Not from superiors of his intellectual stature can ever come

"The insolence of office, and the spruns  
That patient merit of the unworthy takes."

But mean, unworthy souls like Claudius, invested with the trappings of exalted state, will ignobly hide behind a woman's skirts and strive to dominate bigger and better men by insisting on their royal prerogatives:

"There's such divinity doth hedge a king!"



## BYRNE Practical Touch Typewriting

Fourteen years' test in some of America's largest schools. Contains new features making possible more accuracy and speed. By the use of a Key Board Practice Chart less typewriter equipment is required. The text is positively a time saver and real result getter. Examination copy post paid thirty cents.

**BYRNE PRACTICAL DICTATION BOOK** twenty five thousand in use. Examination copy thirty five cents.

**THE BYRNE SIMPLIFIED SHORTHAND.** Over thirty thousand writers. Examination copy post paid fifty cents.

**BYRNE COMBINATION SHORTHAND** written on any typewriter or with pencil. Examination copy fifty cents.

**BYRNE PUBLISHING CO.**

57 E. Jackson Blvd.

Chicago, Ill.

## Unification of Catechetical Teaching

Revised in Accordance  
with the

# CODE OF 1918

## Christian Brothers'

SERIES OF

## CATECHISMS

It is the Only Complete Uniform Course of Christian  
Doctrine by grades, from Kindergarten to Seminary

This series introduced in your Day and Sunday School will meet the great demand of the times being widely recognized now as unique in respect to precision and comprehensiveness.

For further information, address the publisher

**JOHN JOSEPH McVEY, PUBLISHER,**

1229 Arch Street, Philadelphia, Pa.

Woodward & Tiernan Ptg. Co., 309 North 3rd St., St. Louis, Mo.,  
Western and Southern Agents





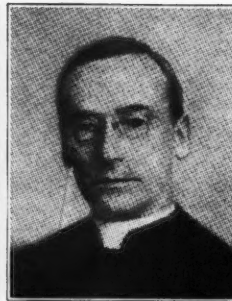
CARDINAL GIBBONS  
Honorary President



Rt. Rev. T. J. SHAHAN, D.D.  
President General



REV. F. W. HOWARD, L.L.D.  
Secretary General



Rev. J. BURNS, C.S.C., Ph.D.  
Mem. Executive Com.



Mt. Rev. J. J. GLENNON  
Archb. St. Louis, Patron

**Sixteenth Annual Meeting  
THE CATHOLIC EDUCATIONAL  
ASSOCIATION.  
At St. Louis, Mo.  
June 23-26, 1919.**

St. Louis, Mo., where the Catholic Educational Association of the United States was organized in the year 1904, will this year be the place of holding the sixteenth annual session of the organization under the auspices of the Most Rev. John J. Glennon, Archbishop of St. Louis.

The convention dates are June 23, 24, 25 and 26, respectively. A cordial invitation is extended to all Catholic scholars and educators in the United States to attend this important meeting.

Anent the 1919 gathering of the national association, Rev. F. W. Howard, the Secretary General, says:

"Never were the problems more serious than those which now confront the supporters of Christian education in our country, and never was there greater need of a common understanding and united action. The Association has been a most potent means of serving these ends, and the annual meeting at St. Louis will undoubtedly offer to our educators some useful suggestions in regard to the situation that must be dealt with."

A large number of the Bishops of the country will send official delegates.

Many important papers and addresses will be presented at the meetings of the three departments of the association, College and Secondary Schools, Parish Schools and Seminaries. The preliminary program is outlined in these columns, but at the time of going to press, it is incomplete with regards to some essential details.

The religious communities in St. Louis and vicinity will extend suitable hospitality for visiting religious superiors. Priests who attend and desire to say Mass will be accommodated. Address inquiries to Rev. J. P. Murray, 2122 S. Twelfth street, St. Louis.

**PRELIMINARY PROGRAM.**

Monday, June 23.

**COMMITTEE MEETINGS.**

Meeting of the Advisory Committee.

11:00 A. M.—The meeting of the Advisory Committee of the Catholic Educational Association will be held at the Hotel Headquarters, (Hotel Jefferson). A report to be presented to the Executive Board of the Association will be considered.

Meeting of the Executive Board.

3:00 P. M.—The regular annual meeting of the Executive Board will be held at Hotel Headquarters. Any member of the Association who has business that should come before the Board, is requested to send notice in advance to the Secretary General. The Executive Board is the final authority in the Association and passes on all matters of importance pertaining to its welfare.

Meetings of Special Committees.

8:00 P. M.—Meetings of the Executive Committees of the Departments are held at this time on notice from the officers of the respective Departments. The meetings will be held in the place where the public reception is given.

**RECEPTION.**

8:00 P. M.—A reception will be given by the Most Rev. Archbishop and his clergy, and distinguished laymen of the city, to the priests and Brothers in attendance at the Convention. The place for holding the reception will be announced in the official program.

Tuesday, June 24.

**OPENING MASS.**

9:00 A. M.—The formal opening of the Convention will be solemnized by Mass celebrated in the new Cathedral. His Grace, Most Reverend Archbishop Glennon, will give an address to the delegates on this occasion.

**GENERAL SESSION.**

Cathedral School Auditorium.

11:00 A. M.—Opening of the Convention. Address of the President General, Rt. Rev. Thomas J. Shahan, D.D.

Reading of reports.

Appointment of committees.

Paper: "Industrial Progress in Its Relation to Education." By the Rev. John A. Ryan, D.D., Professor of Moral Theology at the Catholic University of America.

Discussion.

Announcement of members of committees.

Tuesday Afternoon, June 24.

**DEPARTMENT MEETINGS.**

Department of Colleges and Secondary Schools.

2:00 P. M.—Opening of the session. Address of the President, Very Reverend Bernard P. O'Reilly, S. M., St. Mary College, Dayton, O.

Announcement of topics to be discussed at Business Session, Thursday morning.

Appointment of Committees on Resolutions and Nominations.

2:30 P. M.—Paper: "Social Life in Colleges." Discussion.

**CATHOLIC COLLEGES FOR WOMEN.**

4:00 P. M.—Opening of Conference. Address by Rev. James H. Ryan, D.D., Chairman of the Session.

Topic for Discussion: "The Licensing and Certification of Teachers in Parish and High Schools." Representatives from the five women's colleges, members of the North Central Association, will read reports of the conditions existing in the Middle West relative to this problem. It is the expectation of the committee that a working program, on a tentative basis, may be devised to meet a situation which our schools will soon have to face.

**PARISH SCHOOL DEPARTMENT.**

Cathedral School, Auditorium.

2:00 P. M.—Opening of the session. Address of the President of the Department, Reverend Joseph P. Smith, Superintendent of the Parish Schools of the Archdiocese of New York.

Business Session.

Appointment of committees.

Paper: By the Reverend Joseph V. S. McClancy, Superintendent of Parish Schools, Brooklyn, N. Y. Subject to be announced later.

3:00 P. M.—"The Unification of Religious Instruction by Our Holy Father, Benedict XV." By the Reverend Roderick A. MacEachen, D.D., Catholic University of America, Washington, D. C.

Discussion.

**SUPERINTENDENTS' SECTION.**

4:00 P. M. Session.—The program of this section is in charge of the Chairman, Rev. John E. Flood, Superintendent of Parish Schools, of the Archdiocese of Philadelphia. The papers will be announced later. A special effort is made to insure the attendance of the superintendents of parish schools of the dioceses of the country.



Academy of the Sacred Heart, a Representative St. Louis Institution. Conference of Superiors Held Here.



St. Louis University, Oldest University in the West. One of a Group of Splendid College Buildings.



The New St. Louis Cathedral, the Largest and Most Magnificently Furnished Cathedral in the United States.

## CATHOLIC DEAF-MUTE CONFERENCE.

2:00 P. M.—The following list of topics for papers and discussions has been prepared by Reverend Ferdinand Moeller, S. J., of Kansas City, Mo., Chairman of the Deaf-Mute Conference.

## CONFERENCES.

1. Gaining of Indulgences by the Deaf. (Canon 936.)
2. Preparing Deaf Children and Adults for First Communion.
3. "Distinctively Catholic Signs," approved at the Baltimore meeting of the C. D. M. C.
4. How Can Our Catholic Schools and Centers for the Deaf be Improved and Aided? Their Support.
5. Needs in the Missionary Field for the Deaf.
6. Catholic Children in State Schools.
7. Oral or Combined Method? Practical Results.
8. Catholic Societies, Especially the Ladies of De l'Epee.
9. Catholic Newspapers for the Deaf.
10. Other Topics suggested by the members. (Subjects which members desire to have discussed should be announced at the first meeting.)

**Note.**—In order that the members of the Catholic Deafmute Conference may be able to attend sessions of the other departments of the Catholic Educational Association, the meetings will be arranged to suit the convenience of the greatest number. When time allows, anyone present at the sessions of the Conference is invited to propose questions concerning the deaf, or to open a discussion of some vital topic dealing with the care and education of the deaf.

## CATHOLIC EDUCATIONAL WORK FOR NEGROES.

2:00 P. M.—Meeting of Conference. In the past year, an organization has been formed of Catholic educators who are engaged in working for the interest and advancement of the Negro population of our country. The Association was formed under the patronage and guidance of the Rt. Rev. Dennis J. O'Connell, D.D., Bishop of Richmond, Va. The officers of the Association intend to establish a working relation with the Catholic Educational Association; and if time permits, a program will be prepared, and a session of these representatives will be held at the St. Louis convention. A more definite announcement cannot be made at this time.

## SEMINARY DEPARTMENT.

2:00 P. M.—The following program gives the list of subjects that will be considered in the sessions of the Seminary Department. The writers have been selected, and announcement of their names will be made in the official program.

## Grand Seminary.

The Seminary and some present duties of the Catholic Church in the United States.

1. The Seminary and the Social Duty of the Church.
2. The Seminary and the Missionary Duty of the Church.
3. The Seminary and the Raising of Funds for Catholic Works.

## 2. Preparatory Seminary.

1. The Preparatory Seminary, Its Curriculum and Special Intellectual Problems.
2. Classical Education in the Preparatory Seminary.

## COMMITTEE MEETINGS.

7:30 P. M.—The various committees of the Association and its Departments hold meetings at this time. The chairman of each committee will inform the members of his committee as to the time and place in which he wishes the meeting held.

## GENERAL SESSION.

Meeting of Members of All Departments.  
8:00 P. M.—Paper: "Readjustment in the Time Element in Education." By the Reverend Henry S. Spalding, S. J., Professor of Pedagogy, St. Xavier College, Cincinnati, Ohio.

A general discussion of this paper will take place after the reading of it, and Directors of Studies, and Superintendents of Schools, and Community Inspectors, are specially invited to present their views on the various phases of the topic.

Wednesday Morning, June 25.

## DEPARTMENT MEETINGS.

Department of Colleges and Secondary Schools.

9:00 A. M.—Paper: "Attitude of Catholics Towards Higher Education." Writer to be announced later.

## Discussion.

10:30 A. M.—Paper, "The College Library and Its Relation to College Work." By the Reverend Paul Stoik, C. S. C., Notre Dame University, Notre Dame, Ind.

## Discussion.

The various sections of the Department are preparing programs which are not far enough advanced for publication at this time.

## PARISH SCHOOL DEPARTMENT.

Cathedral School, Auditorium.

9:00 A. M.—Paper: "School Legislation in Nebraska." By the Reverend J. A. Nepper, Rushville, Neb.

10:00 A. M.—Paper: "The Role of the Teacher in Fostering Vocations." By Brother Eugene Paulin, S. M., Ferguson, Mo.

## Discussion.

11:00 A. M.—Paper: "School Libraries." By Brother Gerald, S. M., St. Louis, Mo.

## Discussion.

## DEAF-MUTE CONFERENCE.

Cathedral School.

9:00 A. M.—Session.

## CONFERENCE OF SUPERIORS OF RELIGIOUS COMMUNITIES.

9:30 A. M.—Session.

Invitations were issued by the authority of Most Rev. Archbishop Glennon to the Superiors of Religious Communities of Women engaged in teaching in the United States, to send representatives to a conference that will be held at the St. Louis meeting of the Catholic Educational Association. The sessions of this conference will be held at the Academy of the Sacred Heart, corner of Taylor and Maryland avenues, in the immediate vicinity of the Cathedral school. The conference will be open only to those who come as representatives of the various religious communities. Opportunity will be given for discussion on the present problems of the educational situation.

The proceedings of the Conference will be conducted by Very Reverend James A. Burns, LL.D., Vice President General of the Catholic Educational Association.

Paper: "More Thorough Preparation of Teachers for Our Schools and Academies." By the Very Reverend Edward A. Pace, D.D., of the Catholic University of America.

## SEMINARY DEPARTMENT.

Cathedral School.

9:00 A. M.—Session.

Wednesday Afternoon, June 25.

## GENERAL MEETINGS.

Department of Colleges and Secondary Schools.

2:00 P. M.—Meeting of the Executive Committee of the Department.

2:30 P. M.—Paper: "The Principles of Standardization." By the Reverend Francis P. Donnelly, S. J., Holy Cross College, Worcester, Mass.

## Discussion.

## PARISH SCHOOL DEPARTMENT.

LOCAL TEACHERS' MEETING.

Cathedral School, Auditorium.

Meetings of the teachers of the Archdiocese of St. Louis, Rev. J. A. Murray, Superintendent of Parish Schools of the Archdiocese of St. Louis, presiding.

2:30 P. M.—Paper: "Entrance Requirements for the Junior High School." By Brother John Schuetz, Dayton, O.

3:30 P. M.—Paper. Subject and writer to be announced.

## DEAF-MUTE CONFERENCE.

Cathedral School.

2:30 P. M.—Session.

## CONFERENCE OF SUPERIORS OF RELIGIOUS COMMUNITIES.

2:30 P. M.—Paper: "The Trend of Educational Legislation." By the Reverend Paul L. Blakely, S. J., Associate Editor of "America," New York City.

## Discussion.

## GENERAL SESSION.

7:30 P. M.—General meeting of all members of the Association. Annual election of general officers of the Association. At this meeting a President General, three Vice-Presidents Generals, and a Treasurer General of the Association are elected for the ensuing year.

Business Session. Any matter relating to the good of the Association may be presented at this meeting.

8:00 P. M.—Paper: Writer and subject to be announced later.

## SUPERINTENDENTS' SECTION.

Cathedral School.

8:00 P. M.—Session.

Thursday Morning, June 26.

## DEPARTMENT MEETINGS.

Department of Colleges and Secondary Schools.

9:00 A. M.—The following topics will be presented in brief papers, the reading of which shall not exceed an allowance of ten minutes for each paper. A discussion will follow the reading of each paper.

A. Report on Standardization. By the Rev. Matthew A. Schumacher, C. S. C., Notre Dame University, Notre Dame, Ind.

B. Military Training. By the Very Rev. H. Moynihan, D.D., Rector of College of St. Thomas, St. Paul, Minn.

C. Educational Legislation. By the Rev. Michael Cotter, S. M., Jefferson College, Convent, La.

D. The Lay Apostolate. By the Rev. E. F. Garesche, S. J., St. Louis, Mo.

E. College Reports and Exhibits. By a Christian Brother, of St. Louis, Mo.

F. Scholarships for Latin-American Students. By the Very Rev. B. P. O'Reilly, S. M., Dayton, O.

11:30 A. M.—Election of officers.

## Resolutions.

## Miscellaneous Business.

## Adjournment.

12:00 M.—General meeting of the Catholic Educational Association in the Auditorium of the Cathedral School.

## PARISH SCHOOL DEPARTMENT.

Cathedral School, Auditorium.

9:00 A. M.—Session. Papers and writers to be announced.

## DEAF-MUTE CONFERENCE.

Cathedral School.

## CONFERENCE OF SUPERIORS OF RELIGIOUS COMMUNITIES.

9:30 A. M.—Conference and informal discussion. Very Rev. James A. Burns, LL.D., President of Holy Cross College, Washington, D. C., presiding.

## SEMINARY DEPARTMENT.

Cathedral School.  
9:30 A. M.—Paper: Subject and writer to be announced.

## Discussion.

## Business Session.

## Report of Committee on Nominations.

## Report of Committee on Resolutions.

## Adjournment.

12:00 A. M.—General meeting of the Catholic Educational Association.

## GENERAL MEETING.

Cathedral School, Auditorium.

All members of the Association and its Departments, will assemble in the Auditorium for the closing meeting of the Association.

12:00 M.—Announcement of names of members of the General Executive Board for the coming year.

Reading of the General Resolutions of the Association.

Addresses. Miscellaneous business.

Adjournment of the sixteenth annual meeting of the Catholic Educational Association.

Hymn: "Holy God, We Praise Thy Name."

Thursday Afternoon, June 26.

## LOCAL TEACHERS' MEETING.

Cathedral School, Auditorium.

2:30 P. M.—Paper: Subject and writer to be announced.

## Discussion.

## MEETING OF THE EXECUTIVE BOARD.

## Hotel Headquarters.

3:00 P. M.—Meeting of the Executive Board of the Catholic Educational Association. All matters of importance are passed on by the Executive Board, and members are requested to notify the Secretary General of any business that they may wish to bring before the Board.

## MEETINGS OF COMMITTEES.

## Hotel Headquarters.

4:00 P. M.—The Executive Committees of the several departments will hold meetings at this hour to plan out the work for the coming year.

## EDITOR'S NOTE:

Anyone interested in the work of Catholic education can become a member of the association.

NEWS NOTES OF INTEREST.

The Nebraska legislature has passed a law prohibiting the study of any foreign language below the eighth grade.

Rev. Brother Elisian, F.S.C., has celebrated the fiftieth anniversary of his religious profession in St. Vincent's Industrial School, Utica, N. Y.

The Catholic Hospital Association of the United States and Canada will hold a convention in Chicago on June 25, 26 and 27, at St. Francis Xavier Academy, 4928 Cottage Grove Ave.

Fire destroyed St. Mary's Industrial School for Boys, Baltimore, Md., last May 15. The loss will approximate \$500,000. One city fireman was killed and 10 were injured.

Frances McGill, a student at St. Mary's Academy, Portland, Ore., was the winning contestant for the prize offered by the Portland Symphony Orchestra for the best essay on "The Value of Music in Everyday Life."

Officials of the Bureau of Education believe that Secretary Lane's goal of 5,000,000 enlistments for city and suburban home garden work directed by the U. S. School Garden Army will be reached long before the season is over.

The Sacred Congregation of Rites will meet on June 17th to consider the decree "De Tuto" for the canonization of Joan of Arc, after which it remains only for the Pope to name the day for the ceremony at St. Peter Basilica.

The pestilence commonly called the "flu" caused far greater loss of life in 1918 than war, according to the annual report of the New York Life Insurance company. This was made as a general statement without offering detailed figures on either sort of loss.

A Eucharistic Congress will convene at Notre Dame University, Notre Dame, Ind., on August 5, 6 and 7. Rt. Rev. Joseph Schrembs, Bishop of Toledo, is Protector of the Priests' Eucharistic League of America, and chairman of all Eucharistic Congresses in the United States.

East St. Louis Catholic clergy have decided to have union commencement exercises for the ten Catholic schools of the city Sunday, June 22. There will be 160 eighth-grade graduates. Rt. Rev. Henry Althoff, D.D., Bishop of Belleville, will preside at the exercises.

Bishop Hayes, the prelate to be created Archbishop of New York, is the first native of New York City to receive the high honor. All his predecessors—Bishops of the early days, Archbishops and Cardinals—were born in Ireland except the late Archbishop Corrigan, who was a native of New Jersey.

A competitive recital by pupils of the parochial school music class of the Sisters of Notre Dame in Milwaukee was held June 10 at Notre Dame convent. The contest aroused much enthusiasm among the pupils. The prizes were donated by the Notre

Dame Alumnae association of the Northwest, under whose auspices the contest was held.

Notre Dame University will celebrate her seventy-fifth commencement on June 7th-9th. Her alumni were prevented by the war from attending last year's celebration, but this year there will no doubt be a large reunion of the old students. The University invites all her soldier alumni to come and enjoy with her the Victory commencement of 1919.

Statistics prepared by a Catholic insurance concern declared that fifty Catholic churches are totally destroyed by fire every year in the United States, and about 400 are damaged by fire and lightning. The table for 1918 shows 151 Catholic church fires were caused by lightning last year. Sixty-six schools were injured through the same cause.

At a recent meeting of the Chicago Archdiocesan Union of the Holy Name Society, Rt. Rev. A. J. McGavick, told of the splendid work being done by the Big Brothers of the society. During the past year they had 4,759 boys in their care under the age of twenty-one years who came in conflict with the law and appeared in the courts. More than half of these were discharged as guiltless of any wrong.

Almost every missionary in the Philippines writes of the crying need of Catholic mission schools if the faith is to be preserved in the islands. "A school is our only salvation," writes Father Versey, "for our Church is attacked from every side. We have to defend ourselves against so-called neutral schools, Freemasonry, and anti-religious government, and most of all against the 'Sons of Luther,' who are leaving no stone unturned to destroy our work for the Filipino natives.

Fifty Per cent Inefficient.

According to the annual report of the Executive Committee of the National Physical Education Service, Washington, D. C., fifty per cent of the 25,000,000 boys and girls of school age in this country have physical defects and ailments which impede their normal development.

A lack of proper physical education, such as play, athletic work and gymnastics, was attributed by the committee as the cause for the physical disability, and a broad program of State and Federal legislation was urged as a means of bringing the child up to the proper standard.

Indulged Articles Loanable.

Under the new Code of Canon Law indulgences attached to pious objects are no longer personal as they formerly were. Canon 924 declares that rosaries and other objects of piety cease to be indulgenced when they are destroyed or sold. One can, therefore, now lend one's rosary beads, crucifix indulgenced for the Way of the Cross, etc., without loss of the indulgence attached to them. When they are given the indulgences can be gained by the person upon whom they are bestowed.

# GREGG SHORTHAND

in your school stands for

**ECONOMY**  
AND  
**EFFICIENCY**

It means enthusiasm and more successful students. Gregg Shorthand holds its position of leadership in the schools of the country because it is

**Easy to learn**  
**Easy to write**  
**Easy to read**  
**Easy to teach**  
**Superior in Speed**

Gregg Shorthand is taught in three times as many schools as all other systems combined. A large proportion of these schools formerly taught other systems of shorthand. Let us tell you how the change can be made in your school with no additional expense and with very little inconvenience. The advantages gained will be worth the effort.

Send to our nearest office for complete information.

**The Gregg Publishing Co.**

New York Boston Chicago San Francisco



## The Catholic School Journal

An Illustrated Magazine of Education. Established April, 1901. Issued Monthly, excepting July and August.

(Entered as Second Class Mail Matter in the Post Office at Milwaukee, Wis., under Act of Congress of March 3, 1879.)

**SUBSCRIPTIONS**—All subscriptions, domestic and foreign, are payable in advance. In the United States and Possessions, \$1.50; Canada, \$1.75; Foreign, \$2.00.

**REMITTANCES**—Remit by express or postal orders, draft or currency to The Catholic School Journal Co., Milwaukee, Wis. Personal checks should add 10 cents for bank collection fee. Do not send stamps unless necessary. Renew in the name (individual, community or school) to which the magazine has been addressed.

**DISCONTINUANCES**—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

**CHANGES OF ADDRESS**—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

**CONTRIBUTIONS**—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,  
Member of The Catholic Press Association.  
445 Milwaukee St. MILWAUKEE, WIS.

JUNE, 1919

There is a practical way of showing one's interest in education and that is by visiting the schools and examining the pupils in the various branches of study. It keeps one in touch with the work being done; it encourages the teacher and it stimulates the efforts of the pupils. Who is there among our priests and educated laymen who cannot give say a couple of hours a month to this praiseworthy work? The time thus spent will do more to promote educational efficiency and scholarship than time spent "talking and writing" on education, though the latter may also be necessary.

It is said that "the average teaching life of a teacher in the public schools is four years and a half." The Sister who teaches in the parochial schools has consecrated herself to the teaching profession for life. Figure for yourself which should do the better work.

Beginning with the September issue, subscribers to The Journal will receive their publication earlier than heretofore. Of course, all our readers know something about the handicaps publishing concerns have had to contend with during the war and since. It was a period which tested the efficiency of every line of endeavor. Now with the reconstruction period before us, we hope to place our business on a satisfactory basis. In our apostolate of the educational press we bespeak the continued cooperation of our patrons.

While the schools are closed our religious teachers are passing their vacation in school conventions, in annual retreats, and all this in order to improve their efforts in the great work of Catholic education. Body, mind and soul are all stimulated and refreshed with the new and improved in education. Our Catholic teachers do not do this for vain honors or passing rewards, but for the glory of God, the good of their own soul and the best interest of our children. Our religious teachers are the greatest workers in the propagation of the faith.

The object of our schools and teachers is obvious. But alas, so many parents and children do not realize this. No importance is placed on religion if only the three R's are learned; the fourth R, Religion, is the last and least. Yet our Blessed Savior says, "What does it profit a man if he gain the whole world and lose his own soul." "Seek first the kingdom of God." "The fear of the Lord is the beginning of wisdom."

### CLOISTER CHORDS.

Sister M. Fides Shepperson.  
Children.

1.  
God bless the children! in their good gladness, laughing thro' enigmatic evil, lies the hope of the world. In their eyes shine the lights that shall illumine the years that are yet to be; in their hearts old Time is perennially fresh and four and young.

The confiding glances of children call out the best that is in our hearts. Not for worlds would we be found irresponsible to that plea, unfaithful to that trust. We will do what their hope in us impels us to do; we will be what they believe us to be.

We will show them all our bird nests, even that of the brooding dove, for the sake of the thrills of gladness that they feel and we feel—when they see. We will lift up the burdock leaf and let them peep in at the two fledgling field sparrows fast asleep. We will show them the bunny holes under the hedge, and the five baby field mice. We will point out the round hole in the tree-trunk made by the flicker; and perhaps—if they'll only keep still,—we can see the long beak, the red head, the gray throat with brown band of the mother flicker as she looks out from the door of her nest secure in the tree. Let winds rave, let storms rage, let owls flit by, and night hawks shrilly pass—the flickers are safe in the tree-trunk. The mourning dove, on low bare branch, exposed to all the dangers of the night, broods restfully even as the children gaze upon her, and in subdued tones, exult at her tender charm; and the great red orb in the west goes slowly down and sinks in its own splendor.

2.  
Of course, all is well with the world! Where beauty is, there God is: for beauty is the phenomena of goodness; and goodness-in-itself is God. And every form of life is beautiful: of all the myriad million manifestations of sentient life, not one is without charm. No blade of grass, no leaf, no flower, no fruit, no shrub, no tree—is devoid of beauty.

Why of course God is love! and his tender pity is over all the works of his hands as he leads all lovingly thro' life by death to higher life—in fulfilment of His Plan. But his smile of blessing lingers kindest and most indulgently on the birds in their nests as the sun goes down, and the sacred wonder at the good glad mystery of life and of death wakes in the hearts of the children.

### EDUCATIONAL NOTES.

(Continued from page 106)

the size of his necktie, and the place of his bed are regulated and determined for him. He lives a life where the will has no meaning, and where thought and initiative are not only not demanded but suppressed. He is a nearer approach to an animate tool acting under response to external stimuli than any other human contrivance."

The martinet of the classroom, the self-styled teacher who boasts that his pupils dare not wink without permission, might well question the wisdom of this emasculating sort of discipline. Let him ask himself if his pupils are given a reasonable amount of liberty to get into trouble. Let him ask himself if he is making men of his pupils by thus tying them to his apron strings. Let him read his New Testament once more, let him ponder the history of the world once more, let him look into his own heart once more; and then let him ask himself if the martinet's way is God's way.

### "SIMPLIFIED" SPELLING.

The Simplified Spelling Board has issued Part I of a "Handbook of Simplified Spelling," with the announcement that Part II will appear in July and Part III in October of the present year, bound volumes in paper and cloth to be ready for delivery in December. The separate parts will be sent free on application by mail to the Simplified Spelling Board, 1 Madison Avenue, New York; a small charge will be made for the complete volume, to cover the cost of binding and mailing.

The Board has issued an eight-page folder with new rules for spelling a number of words—as "reciet" for receipt, "freez" for freeze, "wize" for wise and "tipe" for type. It also publishes a leaflet with thirty simplified spellings for busy people—as "askt" for asked, "anserd" for answered, "buro" for bureau and "twelv," "wil" and "yu."

Some people will adopt these fantastic forms, but it is unlikely that they will command the approval of the great American writing public.

### How Arithmetic Was Taught.

This problem shows how boys were taught arithmetic a century or so ago. It is from a "Tutor's Guide," composed by one Richard Vyse:

When first the marriage knot was tied  
Between my wife and me,  
My age did hers as far exceed

As three times three does three.  
But when ten years and half ten years  
We man and wife had been,

Her age came up as near to mine  
As eight is to sixteen.

Now tell me pray  
What were our ages on our wedding day?



## Reduce the Cost of School Books By Making Them Last Twice As Long

The books can be made to do **DOUBLE SERVICE**  
in large families—handing the book down from one child to  
another

OR Books can be sold at Second Hand Book Stores for a

### **BIG CASH PRICE**

Provided that the books have been Protected—Reinforced  
and kept Clean and Sanitary during the year  
by the

## **HOLDEN BOOK COVERS**

Made of Unfinished Leatherette—Waterproof—Weather-  
proof.

Thousands of Parochial Schools purchase these Covers  
and resell them to the children

Sizes 1, 2 and 3 for ordinary size books . . . . . 2¢ each  
Size 4 for small geographies . . . . . 4¢ each  
Size 6 for large geographies . . . . . 5¢ each

**WHY PREACH THRIFT  
and PRACTICE WASTE ?**

SAMPLES FREE

**THE HOLDEN PATENT BOOK COVER CO.**

Miles C. Holden, President

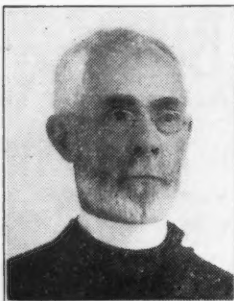
SPRINGFIELD

MASSACHUSETTS

## FRIDAY AFTERNOON STORY.

## Three Foolish Bears.

By Rev. James Senior, Lamar, Missouri.



Rev. James Senior.

I  
Three Bears lived in a hollow tree—Papa Bear, Mamma Bear, Baby Bear. Upstairs in the same tree lived Mr. Squirrel, very friendly with the Three Bears,

Merry and nimble,  
Light-hearted and gray,  
Blithe the live-long day.

One day, Papa Bear, Mamma Bear, and Baby Bear all went out for a walk. When they returned and went up near the door of their house, Papa Bear saw a branch, which had blown off the tree, lying on the ground near the door of their house.

Papa Bear began to think, "Suppose a hard wind should come up and blow, and blow that branch right across the door of our house! If we were inside we couldn't get out, and if we were outside we couldn't get in! Oh, how terrible that would be!" And Papa Bear sat down and began to cry!

II  
"What is the matter? Are you ill?" asked Mamma Bear. "Just look at that branch off the tree!" said Papa Bear. "Suppose a hard wind should come up and blow, and blow that branch right across the door of our house! If we were inside we couldn't get out, and if we were outside we couldn't get in! Oh how terrible that would be."

"Dear Me, it would be awful!" said Mamma Bear, and Mamma Bear began to cry.

Baby Bear came running up and saw them both crying. "Oh, dear! What're you both crying for?" whimpered Baby Bear.

"Look at that branch off the tree!" said Mamma Bear, "Suppose a hard wind should come up and blow, and blow that branch right across the door of our house! If we were inside we couldn't get out, and if we were outside we couldn't get in! Oh, how terrible that would be!"

"Oh dear! oh dear!" cried Baby Bear; and Baby Bear began to cry.

III  
Mr. Squirrel came along and looked at them, akimbo, and said: "What makes you all cry so hard?"

"Oh!" said Papa Bear, "just look at that branch off the tree! Suppose a hard wind should come up and blow and blow, and blow that branch right across the door of our house! If we were inside we couldn't get out, and if we were outside we couldn't get in! Oh, how terrible that would be!"

And they all wept together in mournful chorus.

But Mr. Squirrel, he laughed and laughed and laughed. "Why," says he, "Bears! why doesn't some one of you take the branch in your mouth and carry it away off! where it can't blow across the door of your house?"

"Why, we never thought about that!" said the Bears.

And Papa Bear took the branch in his mouth and carried it away off where it couldn't blow across the door of their house.

IV  
"Well! well!" said Mr. Squirrel, "I never saw three such foolish animals as you are! I don't believe I'll live upstairs in your tree any more just now; but I will go on a journey, and if I find three animals more foolish than you are, then I'll come back and live upstairs in your tree again."

And Papa Bear, Mamma Bear, and Baby Bear began to cry, because Mr. Squirrel wouldn't live upstairs in their tree any more, just now!

The mournful three!

Lamentation company!

Did you ever hear such a doleful story?

V  
Now it was the fall of the year, and the leaves came down in hosts, bright yellow, red and orange, and Mr. Squirrel went along over the soft leaves which had fallen, a-hopping and a-skipping and a-jumping and a-laughing to himself all along the way.

And all at once he saw a Turtle trying to get over a big high stone right in the middle of the road. Now the

## Catch Step with the Forward Movement!

Supplement your own ability with books which eliminate waste, and convert every ounce of effort and energy into positive mentality and manual dexterity.

**Barnes' Brief Course** meets the Shorthand situation. No re-tracing of steps, for nothing is taught to be unlearned.

No transition from theory to practice, for a graded dictation course begins in the second lesson and continues without interruption until the pupil is ready for any dictation.

A. M. WOLFORD, STUTTGART BUSINESS COLLEGE, says: "We are very much pleased with your course, and are getting good results. I like the way the work is presented. It eliminates so much of the unnecessary work that most books require."

A. D. MORRIS, OFFICIAL REPORTER, NEW CASTLE, PA.—"Am recommending your system to one of my attorney friends. I like your arrangement of the outlines and the new way of getting at the business—taking it in its proper order and not having to take 15 or 18 lessons before you get what is so much needed."

MRS. CHAS. B. COMPTON, MT. AIRY, N. C.—"Fine. Brief, concise, comprehensible, and interesting from the start. Have a class of High School graduates, with three teachers—graduates of the State Normal."

**Barnes' Typewriting Instructor** furnishes the most intensive training. No "sing-song" repetition. Every stroke requires concentration. Each practice line reviews every letter previously learned. Special finger gymnastic exercises.

The World Champion Typist learned from the Barnes lessons. The same is true of twelve out of the thirteen Novice or School Champions since 1913.

THE SPENCER SCHOOL, PATERSON, N. J., says: "It was after the adoption of that (Barnes) text that our pupils began winning the Eastern, American, and National Contests."

THE JEWETT SHORTHAND SCHOOL, NORWICH, CONN.—"The emphasizing of mental action by giving greater variety and number of words constructed from the same letters, thereby eliminating the possibility of mechanical writing, appeals to us."

PROF. J. V. R. HILGERT, IOWA STATE TEACHERS' COLLEGE, CEDAR FALLS, IOWA.—"I have today given an order for your Typewriting manual. After very careful examination, I concluded that your book was the very best instructor that came to my notice."

This is the day to send for examination copies. Make your selection before the June rush. Paper-bound Brief Course, either Benn Pitman or Graham, free to Short-hand Teachers; Typewriting Instructor on approval. \$1.50, \$1.00, and 50c editions.

**The Arthur J. Barnes Publishing Co.**

500 Howard Bldg.

St. Louis, Mo.

## THE WORKS OF

# Thomas O'Hagan

M.A. Ph.D. Litt.D. L.L.D.

- |   |   |              |
|---|---|--------------|
| 1 | Essays Literary Critical and Historical | - - - \$1.00 |
| 2 | Essays on Catholic Life                 | 1.00         |
| 3 | Chats by the Fireside                   | - 1.00       |
| 4 | Songs of Heroic Days                    | .50          |
| 5 | In the Heart of the Meadow              | - - - .75    |
| 6 | Songs of the Settlement                 | .75          |

Every teacher and student of literature should read Dr. O'Hagan's two scholarly essays "The Office and Function of Poetry" and "The Study and Interpretation of Literature" which are found in his two works "Essays on Catholic Life" and "Essays Literary etc."

FOR SALE BY

**McClelland, Goodchild and Stewart**  
Publishers, Toronto, Ontario.



# SCHOOL FURNITURE AND SUPPLIES

## For the Class Room

American Tubular Steel  
Desks  
Oxford '18 Desks  
Moulthrop Movable Chair  
Desks  
Blackboards  
Maps  
Globes  
Suprema Adjustable  
Window Shades



## Church Furniture

Pews      Confessionals  
Sanctuary Furniture  
Floor Coverings  
Amasole Leather Mats  
Cork Carpet      Linoleum  
Rubber Matting  
Janitors' Supplies  
Sweeping Compound  
Brushes, etc.

## American Tubular Steel Combination Desk

Incomparably Artistic, Hygienic, Sanitary, Unbreakable, Noiseless. Guaranteed Unconditionally

American Tubular and  
Pressed Steel School Fur-  
niture is an economical  
necessity to Educators.

# AMERICAN SEATING COMPANY

Illustrations, prices and  
samples sent on  
request

General Offices: 1031 Lytton Building, Chicago, Illinois

SALES OFFICES IN ALL PRINCIPAL CITIES

stone was very high, and very broad at the top, and not at all wide at the bottom.

"What are you trying to do?" asked Mr. Squirrel.

"Why," said Mr. Turtle, "I am going to see my friend, Mr. Snapping Turtle, and this stone is right in my way; and I can't get over it!"

"Well, well!" said Mr. Squirrel, a-laughing and a-laughing to himself. "Why don't you go around it?"

"Why, I never thought about that!" said Mr. Turtle. "Thank you!"

And he went around the stone, and went merrily along his way to visit his friend, Mr. Snapping Turtle. Foolish Animal number one.

And Mr. Squirrel went along, a-hopping, and a-skipping and a-jumping and a-laughing to himself all along the way.

Very soon he came to an ANCIENT RABBIT standing on his hind feet, looking up at the sky and holding his mouth wide open.

"What are you doing, Ancient Rabbit?" asked Mr. Squirrel.

"Why," said Ancient Rabbit, "I am so thirsty, and I have been sitting here all day long, waiting for some rain to fall into my mouth, so that I can have a drink."

"Well, well!" said Mr. Squirrel, and he laughed and laughed and laughed. "Why don't you go over to the brook behind you and take a drink?"

"Dear me!" said Ancient Rabbit, "so I can. I never thought about that!" And he said, "Thank you!" and went cheerily down to the brook and enjoyed a nice cool drink.

Foolish Animal number two.

And Mr. Squirrel went down to the brook, for he was thirsty, too, and took a nice cool drink.

## VII

After which he went on, a-hopping and a-skipping and a-jumping and a-laughing to himself all along the way; and all at once he came upon a wild plum-tree, all covered with fine ripe plums.

BIG BEAR was sitting under the plum-tree, just looking at one fine ripe plum away up near the top of the tree.

Now all the ground was covered with fine ripe plums.

"Dear me!" said Mr. Squirrel, "what are you doing?"

"Oh," said Big Bear, "I am so hungry, and that plum I am looking at won't fall down, so I can't eat it."

"Well, well!" said Mr. Squirrel, a-laughing and a-laughing and a-laughing to himself. "Why don't you eat some of those nice plums all a-lying near by on the ground?"

"Dear me!" said Big Bear, "I never thought about that! Thank you!"

And Big Bear fell to, and made a fine meal of delicious plums all a-lying on the ground near by.

Foolish Animal number three.

And you know, Mr. Squirrel had come a-hopping and a-skipping and a-jumping and a-laughing to himself a long way—a long way, and he was quite hungry, too; so he fell to and made a fine meal of delicious plums all a-lying on the ground near by.

So Mr. Squirrel had found three animals more foolish than the three foolish Bears at home.

## VIII

So he turned around and faced toward home, and went a-hopping and a-skipping and a-jumping and a-laughing to himself all along the way.

And when Papa Bear, Mamma Bear and Baby Bear saw him coming, they all left off crying and ran out to meet him; and they all lived together in the same tree, some upstairs and some downstairs, as happy as ever four Animals—and three of them Foolish Ones—could be.

## THE END.

But then we must also perfect our schools. We repudiate the idea that the Catholic school need be in any respect inferior to any other school whatsoever. And if hitherto, in some places, our people have acted on the principle that it is better to have an imperfect Catholic school than to have none at all, let them now push their praiseworthy ambition still further, and not relax their efforts till their schools be elevated to the highest educational excellence. And we implore parents not to hasten to take their children from school, but to give them all the time and all the advantages that they have the capacity to profit by, so that, in after life, their children may "rise up and call them blessed." (The Third Plenary Council of Baltimore.)

# INDUSTRIAL ART MATERIALS

## "ENGINEX" PAPERS

Beautiful and inexpensive *uncoated* papers for Paper Cutting, Poster Work, Kindergartens and all Industrial Art Work, containing 21 standardized colors: 3 primary, 3 binary and 12 grayed colors, neutral gray, black and white.

Send for Booklet of Samples

## "PRISMO" PAPERS

New standardized *coated* papers for Kindergarten and Industrial Art Work, 12 spectrum colors with 2 shades and 2 tints of each; 12 grayed colors, black and white—75 colors in all.

Send for Booklet of Samples

## "CONSTRUCTION PAPERS"

These "Prang Construction Papers" have been famous for years. Made in 25 beautiful colors. Heavy weight and uniform in quality.

We also carry a full line of *White and Manila Drawing Papers*.

Send for Booklet of Samples

## "THEORY AND PRACTICE OF COLOR"

BY SNOW AND FROELICH

The most important book on "Color" published in many years. Ten scientific "Color Charts." Price, postpaid, \$3.25.

## "A SHORT HISTORY OF ART"

BY DE FOREST AND CAFFIN

The best single volume text-book on the subject. Should be in every private library. Contains 290 illustrations. Price \$2.25, postpaid.

## "SPOONBILL LETTERING TABLET"

BY JOHN O. PETERSON

A tablet of practical "drills" with instructions for lettering with the new "Spoonbill Pen." Price postpaid, 40c.

Send for Circular on the "Spoonbill Pen."

## "ENAMELAC"

A Decorative Air-Drying Enamel

An Art Enamel for school use. For use on toys, Furniture, China, Glass, etc. The new color medium. Made in 15 colors. Price 25c a can.

Send for Color Card and Circular.

## "PERMODELLO"

The Permanent Modeling Clay

A new Modeling Clay that sets and becomes hard as stone without firing. Opens up new problems in jewelry work, bead work, etc.

Send for circular. Price 50c a pound can.

## "STIXIT" PASTE

"The Stickiest Paste in Town"

A combination of paste and glue. Ideal for all school work. The cheapest because the best. Put up in tin cans from ¼ pint to 1 gallon. Send for Special Circular on "Prang Adhesives."

## THE STANDARD BOOK ON "LETTERING"

BY THOMAS WOOD STEVENS

The latest and most complete work on the subject, with 110 full page plates. Price \$2.25, postpaid.

## A BOOK IN SELF-INSTRUCTION "ART SIMPLIFIED"

BY P. J. AND J. T. LEMOS

The best single volume for self-instruction in Commercial Art, covering the entire field. 22 full page plates with from 10 to 25 progressive drawings on each plate. Price \$3.25, postpaid.

## "MANUAL ARTS TABLETS"

BY MARY H. MONTIETH

A series of Tablets covering the work of the Primary grades. Outline drawings, cover designs and vocabulary, for work in cutting, coloring, booklet making, sentence building, etc. Size 9x12. Price 25c each.

Send for new "Illustrated Catalogue"

**SPECIFY "PRANG QUALITY" IN YOUR NEXT REQUISITION FOR ART MATERIAL**

Send for new "Illustrated Catalogue"

**THE PRANG COMPANY. NEW YORK -- BOSTON -- CHICAGO**

## CHILD TRAINING—A NEW METHOD.

VERY REV. H. P. SMYTH

Pastor St. Mary's Church, Evanston, Ill.



VERY REV. H. P. SMYTH

I have before me the prospectus of a "New Method" of Child Training, evolved by Prof. Ray C. Beery, A. B. (Columbia), M. A. (Harvard), now president of the International Academy of Discipline, Pleasant Hill, Ohio. The work, of which this is the advertisement, claims the endorsement of many educators, and is recommended by "The Parents Association"—whatever it is—having its headquarters at 449 Fourth avenue, New York. A work so sponsored is entitled to some consideration.

Prof. Beery is not unduly modest about his method. He says it is one "which every parent should employ," one by which children "may be trained to the highest type of manhood and womanhood," and "which will be a source of pleasure and happiness to you (the parent) all the rest of your days." "And I not only know that your children will be worthy citizens after they have grown up, but that these years in which they are growing will be the happiest years of your life." The method will "insure" the kind of man or woman you desire your child to be.

In order to secure the interest of parents in his method he makes them responsible for whatever their children do. If a boy of twelve tells a lie his parents are guilty, not he. For, if he had been properly trained he would not lie. Still the professor is rather merciful with parents, since nothing hitherto published gave them control of the situation. But, now that this method is within their reach, there must be no more shirking responsibility. He will give practical directions for the treatment of every habit, good or bad, in any child of any age.

Having aroused parents to a sense of duty in the matter he gives them all manner of hope. His method is "sure of good results" and for these you don't have to wait long; "they are immediate." "Teach your child obedience correctly and it will be sure to obey." The earlier you begin the better, but he has a remedy that will cure disobedience at almost any age, and once cured, the child stays cured.

The Parents' Association, in recommending the method, begin with the broad statement that "Character is not born, but builded." I wonder what the eugenists would say to this. It is not so many moons since the air was full of demands that only the fit should be allowed to share in the continuance of the race. The "new system" takes the child at two and resolves to make an ideal man or woman out of it. Its character is builded, its future assured by "applying principles founded on a scientific study of human nature, going at it in such a way as to get immediate results, without friction." We see, then, that the Professor and The Parents' Association promise infallible and immediate results. There is no danger of failure, if the proper methods are applied. The system acts as a charm. Indeed the process works so beautifully and so inerringly that child-training becomes a veritable pleasure. Some one may ask where is there room for the child's freedom of will in the premises.

There is no question but the "course" which comes in sixteen parts, at the reduced price of \$23.00, contains many useful suggestions. It tells you, for instance, that sympathy with a child that is crying through nervousness or irritability will likely bring more tears. It is opposed to "shouted commands" and to the free use of the rod. It warns against too many "don'ts" and too many do's. It even suggests that one who lectures too much, or who is fretful in lecturing, never secures proper obedience. In these and other matters the system gives much practical advice, most of which is not new; some of which ought to be superfluous at any time. Who, for instance, would ever think of curing a child's fear of darkness by forcing it into the dark? It is hard to conceive anything more cruel.

Yet the suggestions given in the work are often valuable, and, especially so, because they submit situations and

## Records that are made for the use of the Schools

With an intimate knowledge of the needs of the schools the Victor Talking Machine Company has studied deeply that it might offer an infinite variety of service to the Educators of the country by furnishing material especially adapted to the various needs and developing mental, emotional, and physical activities of the pupil. Every Victor Record for school use is carefully made and specially selected. For instance:

### Why use "Sellenner's Round" for a Maypole Dance?

The Maypole Dance comes down to us as an ancient English custom dating back to the time of the Druids, by whom it was used as a religious ceremony invoking a blessing on the sowing and planting of the summer crops. Sellenner's Round was old in the time of Queen Elizabeth and was arranged for her by Playford for her Virginal. Every figure of the dance has a significance.

*Victor Record 18010*

### Why do we hear a chorus of women's voices in "You Spotted Snakes"?

For the best of reasons. The song was sung by Queen Titania's fairy hand-maidens dancing about her woodland couch, soothing her with a lullaby and asking safety from encroachments by the denizens of the forest.

*Victor Record 55060-A.*

### Why buy special records of "Instruments of the Orchestra"?

Because, they reproduce perfectly, the exact tone quality and color of each and every instrument, using an excerpt (from a classic) written especially for that instrument, giving the range and character of the instrument. They are the *only* convenient means available anywhere, of teaching the *sound* of Orchestral Instruments. *Victor Records 35670 and 35671.*

### Why a duet of a man and a woman in "Tell Me Where is Fancy Bred"?

Forsooth because in the Casket scene in the "Merchant of Venice," a careful study of the text and the context shows that the song was sung by Nerissa and Gratiano, while Portia breathlessly watches Bassanio as he chooses the leaden casket.

*Victor Record 55060-B.*

Fully possible only with the Victor in the Schools.  
Write for a copy of "Graded List" which describes the Victor Educational Records.

For full information, write

Educational Department  
Victor Talking Machine Co.  
Camden, N. J.



To insure Victor quality, always look for the famous trademark, "His Master's Voice." It is on all products of the Victor Talking Machine Company.

# Victrola



Victrola XXV, \$90  
specially manufactured  
for School use

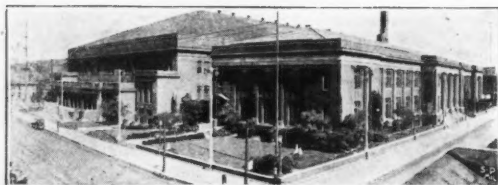
When the Victrola is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.



# National Education Association

## At Milwaukee, June 28 to July 5, 1919

### PROGRAM



The Auditorium, Milwaukee, Where the Meetings of the N. E. A. Will Be Held

#### MONDAY EVENING, JUNE 30

##### Addresses of Welcome

##### Response

Miss Annie Webb Blanton, State Superintendent of Public Schools, Austin, Texas.

#### TUESDAY MORNING, JULY 1

The New World and the Demand That It Will Make Upon Public Education

- A representative of organized labor.
- A representative of manufacturers.
- A representative of commercial interests.
- A representative of agricultural interests—Henry J. Waters, Kansas City Star, Kansas City, Mo.

#### TUESDAY EVENING, JULY 1

The Organization of Public Education for Service in the New Democracy

- Rural Education—Lee L. Driver, County Superintendent of Schools, Winchester, Ind.
- Elementary Education—Miss T. C. Gecks, Supervisor Primary Dept., St. Louis, Mo.
- Secondary Education—Dr. John L. Tildsley, Associate Superintendent of Schools, New York City.
- Higher Education—E. C. Elliott, Chancellor University of Montana, Helena, Mont.

#### WEDNESDAY MORNING, JULY 2

##### The Work of the Association

Principles Underlying the Necessary Organization of the Association—Dr. William B. Owen, Chicago Normal School, Chicago, Ill.

The Work of the Committee on the Revision of Elementary Education—Mrs. Margaret S. McNaught, Assistant Commissioner for Elementary Education, Sacramento, Cal.

The Work of the Commission on the Emergency in Education—Mrs. Mary C. C. Bradford, State Superintendent of Public Schools, Denver, Colo.

The Work of the Field Secretary—Hugh S. Magill, Field Secretary of the National Education Association.

#### WEDNESDAY EVENING, JULY 2

Education for the Establishment of a Democracy in the World

- The United States—P. P. Claxton, U. S. Commissioner of Education, Washington, D. C.
- France—Prof. Albert Feuillerat, Head of Department of English, University of Rennes, Rennes, France.
- England—Right Honorable Herbert Lewis, M. P., Parliamentary Secretary, Board of Education, London, England.

#### THURSDAY MORNING, JULY 3

The Contribution of Teachers to Development of Democracy

- Kindergarten—Miss Alma L. Binzel, Minneapolis, Minn.
- Rural Schools—Mrs. Marie Turner Harvey, Porter Rural School, Kirksville, Mo.
- Elementary Schools—
- Secondary Schools—Miss Essie V. Hathaway, Des Moines, Iowa.
- Higher Education—Dr. Guy Stanton Ford, University of Minnesota, Minneapolis, Minn.

#### THURSDAY EVENING, JULY 3

##### Physical and Health Education

John H. Finley, Commissioner of Education, Albany, N. Y.

##### Americanization

Allen T. Burns, Director Survey Committee, Cleveland Foundation, Cleveland, Ohio.

##### Illiteracy

Cora Wilson Stewart, President, Kentucky Illiteracy Commission, Frankfort, Ky.

##### Equalization of Educational Opportunity

H. C. Morrison, Assistant Secretary, State Board of Education, Hartford, Conn.

##### Adequate Supply of Trained Teachers

D. B. Waldo, President State Normal School, Kalamazoo, Mich.

#### FRIDAY MORNING, JULY 4

##### Business Meeting

#### FRIDAY AFTERNOON, JULY 4

Child Welfare Agencies Co-operating With the Schools

Children's Bureau—Miss Julia Lathrop, Department of Labor, Washington, D. C.

National Safety Council—Albert W. Whitney, New York City.

Boy Scouts—Frank Thompson, Superintendent of Schools, Boston, Mass. Jeffrey Morgan, Superintendent of Schools, Athens, Ohio.

### MILWAUKEE, THE MEETING PLACE

Milwaukee, the Bright Spot City of America, situated high on the shores of the noble Lake Michigan and the beautiful Milwaukee Bay, comparable only to the bay of Naples, one of the nation's greatest summer resorts, the metropolis of Wisconsin, the state of six thousand lakes, is hurrying to completion plans to give the National



Leif Erickson Statue in Juneau Park

Education Association the most lavish entertainment that the nation's teachers have ever had at their annual convention.

Entertainments, excursions, receptions will vie with a convention program of the intensest interest, to make the Milwaukee N. E. A. convention, June 28 to July 5, the most notable convention in the association's long record of great conventions.

Advance information is that there will be 15,000 teachers in Milwaukee for this great gathering, but Milwaukee will care for more if they come, and entertain them as they have never been entertained before.

And when the convention is ended, Wisconsin, the playground of America, with its wonderful resort country, is at Milwaukee's doors, ready to give the teacher a glorious vacation in the heart of the great outdoors. Or, if the teacher desires, there are ten state normal schools and the state university, all with summer schools, and varied courses of instruction for the teacher who wants to do some professional work during the summer months.

Milwaukee, with its great manufacturing interests, its wonderful variety of amusement possibilities, as the setting for the most important convention in the history of the association, proposes to make itself remembered for a horn-of-plenty of delightful memories to every teacher who comes to the biggest convention to be held in any American city this year.

### Outing Possibilities in Wisconsin

After the convention is ended, the state adjacent to Milwaukee offers the finest outing possibilities that can

be found in America, for varied types of country, ranging all the way from the summer cottage of Mrs. P. A. Valentine of Chicago, an estate worth millions, and so maintained, to the humble cottage on the northern lakes, where there is fishing, boating, canoeing, or just out-of-doors to sit and rest and look at the water in some of the state's beautiful lakes.

Within twenty minutes' ride from the City Hall are more than forty inland lakes with adequate resort facilities. This is in the famous Waukesha County region, with its dozens of great lakes, surrounded not only by the estates of the multimillionaires of the west but by the homes of the average business man, and there are three hotels in Waukesha which will offer to allow the visitor to come to Milwaukee to the convention in the morning. Even so, an hour from the city by electric, Waukesha offers a chance for the teacher who wants the social side of resort life, rather than the rough-and-ready hunting and fishing enthusiasts.

For the great summer resort region too much cannot be said. The Dells of the Wisconsin at Kilbourn form a scenic wonder. The Manitowish, that paradise of trout and "musky," offers relaxation for the teacher who wants to hide away from a classroom desk, by going to the wilderness for a month. Vilas County alone has 1,700 lakes.

But these are only some of the reasons why a teacher should come to Milwaukee for the convention, and then remain in the state for the balance of the vacation. At Eagle River, for instance, there are thirty lakes which can be reached by motorboat.

Wisconsin resorts are not for men alone, either. They are open to women, who actually form the largest proportion of the summer population of even those wildest sections of the state.

Think of the delight of sleep in a finely furnished cabin on a lake and then of going to breakfast in a dining room whose walls are of white birch bark, in sheets many feet wide, paneled by strips of dark cedar bark.

#### The Program

And to consider the program itself, it must not be forgotten that this convention marks a new era in education. It marks the transition from war to peace. The war took all educational theories and tried them by fire. Some stood the test of war, others did not. The convention will devote a major part of its program to these phases of the needs of American schools, the development of such phases of educational work as making the wounded soldier a worker in a new field, of teaching those who lost their sight fighting the Hun to use the other senses and become valuable members of society.

All of these and similar educational problems will take up the time of the main convention, while similar discussions will feature the departmental sessions also.

Yet it must not be forgotten that this is first of all a convention for the average teacher, not only for the highest trained specialist, but for the teacher in the small high school and the graded school as well.

The teacher, with a state of six thousand lakes at the door of her rooming house in Milwaukee, does not have to hunt up her own trips into the state, but will be given a week of entertainment in and around the city if the school ma'am or schoolmaster so desires. Milwaukee is the greatest industrial city in America, in its varied types of industry. It is the greatest machinery-building and the greatest tannery city in the world. It is the home of some of the world's biggest hosiery plants. Its steel production is surpassed only by Pittsburgh. Sixty per cent of all the machinery which dug the Panama Canal came from Milwaukee plants. Beer is only a minor item of the city's industrial life, great as is that industry, or rather was, before the day of "the big thirst" was set for July 1.

#### Side Trips and Excursions

The entertainment committee is planning a great chain of side trips and excursions for those who have an idle afternoon during the convention week. There is being arranged, for instance, a series of excursions on char-

tered electric cars to the city's biggest industrial establishments, such as the great Allis-Chalmers with its many thousands of employees, and in all of these plants are reception committees to show the visitors thru.

Milwaukee was the first city in America to establish trade schools in connection with its public school system. It is a leader in the plan of using school grounds and buildings for civic and social centers. Its new high schools are models of school architecture.

Just as the entertainment committee is preparing probably two trips to the industrial districts of the city, with some ten or fifteen industrial trips on the program, so is another subcommittee preparing for two days, probably, of excursions on chartered cars to the city's typical schools.

#### Fourth of July Entertainment

But one phase of the city's entertainment program is the most unique exhibition that thousands of the city's teacher-guests will ever see. This is the Sane Fourth celebration, set for Friday of convention week. It is strictly a school celebration, and Milwaukee was among the first cities to devise a real sane fourth celebration.

This year the celebration will be a Victory celebration. Ten thousand dollars has been appropriated by the city for the holding of a victory pageant, or rather, for a group of pageants, as every one of the city's ten parks will have its own pageant of the nations for its main Independence Day celebration.

The forenoon will see a great parade of the city's school children, the children by schools, marching to the center of the city, parading, and then returning on the radiating lines to the distant parks, until there is a school celebration in each park. The pageant will be given in duplicate in every one of these parks, and the N. E. A. convention committee determined that this would be the most unique feature that could be offered for convention week, to make Milwaukee's Sane Fourth celebration of school children a demonstration of what organization among public school pupils means. In other words, ten thousand dollars will be spent to give the visiting teachers one single day of entertainment.

#### The Convention Hall

The convention hall where the convention's main sessions will be held is the biggest place in America under one open roof. The main hall will seat nearly 8,000 persons, and the acoustics are perfect.

The smaller side halls, half a dozen in number, will be used for departmental sessions, and the church halls in the downtown district, and other gathering places, such as the clubrooms in hotels, and the city's clubs, will be available for other meetings for the discussion of specialists.

Music will feature the convention in a new form—that of the community song leader and a singing audience. Every session will be opened by an orchestra from a Milwaukee school, often those of young children, while the city's best known community song leaders, as well as notables in this work from other cities, will direct the singing of the entire audience.

#### Hotels and Lodging

How will Milwaukee's thousand of teacher-guests find homes for their stay in the city?

This was one of the first problems placed before the Milwaukee arrangements committees. Other cities in times past have been so crowded that teachers visiting the convention cities were put to the greatest inconvenience in finding rooms. Milwaukee has a hotel capacity only exceeded by six American cities, and equalled by none of her size. This provides quarters for some 5,000 teachers. The Milwaukee Association of Commerce has also, with its great convention crowd, expanded its housing facilities for visitors by preparing what is known as a room reserve, giving rooms in licensed boarding houses, these rooms being also inspected and approved by the representatives of the Association of Commerce.

# The Catholic School Journal

## SUGGESTIONS FOR MORNING EXERCISES

Catherine L. McGowan

The great amount of good derived from the "Five Minute Talks" is not realized by the majority of teachers. What habits of "Politeness," "Kindness," "Cheerfulness," "Truthfulness," "Courtesy," "Duty," and "Self Control" may be inculcated in the minds of our children in that five-minute period for ten months of the year!

In my school I have worked out the following plan—a thought for each month:

September—"Politeness"  
October—"Kindness"  
November—"Truthfulness"  
December—"Cheerfulness"  
January—"Courtesy"  
February—"Duty"  
March—"Work"  
April—"Self Control"  
May—"Obedience"  
June—"Perseverance"

My method of procedure is as follows: A conversation lesson to begin with, asking the children what they mean by "Politeness." Such answers as to say "if you please" when you want something; to say "thank you" when some one gives you something; to say "excuse me" when you pass in front of a person. All children know these little mannerisms. Now proceed from the known to the unknown. It is polite to say "Good Morning" when entering the school in the morning; to say "Good Evening" when leaving; not to speak when some one else is speaking, and so on. Then I teach the following poem:

### A Bunch of Golden Keys

A bunch of golden keys is mine,  
To make each day with gladness shine.

"Good Morning," that's the golden key,  
That unlocks every door for me.

When evening comes "Good Night" I say,  
And close the doors of each glad day.

When at the table "If you please"  
I take from off my bunch of keys.

When friends give anything to me,  
I use the little "Thank you" key.

"Excuse me"; "Beg your pardon too"  
When by mistake some harm I do.

On a golden ring these keys I'll bind.  
This is the motto: "Be ye kind."

I'll often use each golden key,  
And so a happy child I'll be.

### October—Kindness

Kind hearts are the gardens,  
Kind thoughts are the roots;  
Kind words are the blossoms,  
Kind deeds are the fruits.

### November—Truthfulness

Speak the truth and speak it ever,  
Cost it what it will;  
He who hides the wrong he did  
Does the wrong thing still.

### December—Cheerfulness

There is a little maiden  
Who is she, do you know?  
Who always has a welcome  
Wherever she may go.

Her face is like the May time,  
Her voice is like the birds;  
The sweetest of all music  
Is in her pleasant words.

Each spot she makes the brighter,  
As if she were the sun,  
And she is sought and cherished  
And loved by everyone.

By old folks and by children,  
By lofty and by low;  
Who is this little maiden,  
Does anybody know?

You surely must have met her,  
You certainly can guess.  
What? Must I introduce her?  
Her name is "Cheerfulness."

## MORNING TALKS ON THRIFT AND SAVING

In the Bulletin issued by the United States Bureau of Education giving an outline of a course of study in Thrift for elementary schools there are some practical suggestions for direct instruction on the subject in the form of morning talks as a morning exercise. The outline makes the following suggestion of topics for talks by the teacher. These topics are suggested for the various grades, but a teacher of a mixed or ungraded school can easily select those topics appropriate for the whole school:

### Grades I and II

Morning talks on the importance of small savings in school and at home—paper, pencils, light, food, and money; care of books, shoes, and clothing.

### Grade III

Salvaging of clothes and paper for charitable purposes. Saving of time by orderly methods at home and in school. Morning inspection for cleanliness; care of hair, teeth, hands, and nails.

### Grade IV

A principle of thrift—learning how to keep healthy. Good and poor ways of spending money. Earning, saving a share in home projects. Difference between thrift and stinginess.

### Grade V

A principle of thrift—learning how to work efficiently. Meaning of economy—wise use of time and recreation; work and sleep in right proportions. Formation of correct habits; good habits of study. What children have done that shows the value of thrift.

### Grade VI

A principle of thrift—learning how to save time, energy, money, and material. Meaning of providence. Vocational guidance; opportunities in various gainful occupations. What is required to be successful in each of the fundamental occupations.

### Grade VII

A principle of thrift—learning how to spend wisely. Meaning of frugality. Wise spending. Habit as a great time and labor-saving device. Education as a means of increasing income and of multiplying opportunity. Doing one's share of the world's work.

### Grade VIII

A principle of thrift—learning how to invest money intelligently. Meaning of parsimony. American extravagance; nation's bill of luxuries; comparison with European countries. Principle of goods and services. Advantages of cash buying. Salvaging useful articles. Fire prevention.

Teachers wishing to give instruction in thrift, correlating it with other studies in the school, will find the outline course prepared by the United States Bureau of Education a very helpful and suggestive pamphlet.



## LITTLE STORIES FOR ORAL AND WRITTEN LANGUAGE

Carrie R. Starkey, Milwaukee, Wis.

## IN SLEEPY TOWN

Did you ever take a peek at Sleepy Town? It is a nice little town, all quiet and green. The flowers nod a soft "good night" and the twilight shadows play peek-a-booo with the rustling leaves. Little children leave their play and creep into mother's lap. When no one is looking the Sandman comes along and sprinkles the white sand in the eyes of the children as they are rocked in the cradle of mother's arms. Then the stars come peeping out and the moon goes creeping by. Very, very slowly creeps Mister Moon, for he likes to look down on the happy scenes of Sleepy Town. The Fairy Queen, who has been hiding all day in the garden, comes out and stretches her golden wings. She waves her fairy wand and the little elfs and fairies come out of the flowers and chase each other about the garden. The Fire Flies flit about, giving a light for the fairies to dance by, and the June bugs and the bumble bees play a tune for the fairy dancing. When they are thirsty, the dewdrops give them a drink and the flowers feed them with their sweet juices.

The oriole is rocking her babies in the swinging nest just above the blackberry bush. The little robins are asleep under mother's wing; the wrens are in their little house nailed fast to the willow tree. The martins have said good-night to all the neighborhood, and each is snug in his little bed. All the while, the stars wink down on the scenes of Sleepy Town. Mister Moon goes creeping by, glad to see the children lie in their beds of softest down as they rest in Sleepy Town.

## DID YOU EVER MEET DR. BUTTERFLY?

Goldie Locks was chasing the butterflies all over the lawn. There were hundreds of them—big ones and little ones, dark ones and light ones—and they led Goldie Locks a merry chase thru the garden and over the lawn, and not one could she catch. Tired and breathless, she dropped on the grass beneath the shade of the big rose-bush.

"I think you are real mean," she said to a big golden butterfly that rested upon the branches of the rose-bush. "Why will you not let me catch you?" The butterfly gave a soft, light laugh that sounded like the murmuring of the south wind. "I cannot stay long in one place," said the butterfly. "If I do, I disobey the Queen, and butterflies are never, never naughty. You see the Queen finds plenty for us to do. She orders us to keep flying about, gathering the sweet juices from the flowers in this garden and carrying them to the flowers that are dry. When the seed pods are ripe and beginning to crack open, we carry the seeds from this garden to the garden far away where they have no such pretty flowers. We carry messages from the flowers, and when we have nothing else to do we coax little boys and girls to come out and chase us, that they may have rosy cheeks and find health and happiness in the garden. So keep chasing, little Goldie Locks, and you will get well and strong, but you will never catch me," and away he flew. Goldie Locks rubbed her eyes and looked after the golden butterfly. "He talked just like a doctor," she said, drowsily. "I wonder if he is a butterfly doctor."

## A NEW DRESS SPOILED HER FUN

Little Nell would wear her new white dress when she was going to spend the day in the country. She had a new white dress that mother had made for Children's Day—a dainty white dress, all trimmed with fine laces and ribbons. Altho mother told her not to wear her pretty white dress, Nell put it on and went into the country. Her little cousins, who wore calico dresses, thought their city cousin was very beautiful. They admired her pretty dress, her laces and her ribbons, and Nell was very happy.

Soon the children went to gather wild strawberries. Nell could not go for fear she would get her dress dirty, so she stayed by the fence while her little cousins in the calico gowns picked the strawberries.

Then the children began chasing butterflies, but Nell was afraid of tearing her gown, so she sat in the hammock while the other children caught the butterflies.

Aunt Belle told the children they might hunt eggs and take them to the store and exchange them for candy. Nell could not go into the coops or under the haystacks, for she would surely spoil her pretty dress.

When Cousin Ben came home to supper, he proposed to give the children a boat ride on the near-by lake, but Aunt Belle would not let them go for fear Nell would get her pretty dress wet. Nell went home that night a sad little girl.

"Mother," she said, "I'll never disobey you again. I know now that you know best. My pretty dress just spoiled all my fun."

When she went to Aunt Belle's again, Nell wore a calico dress.

## A BATTLE ON A FIELD OF GOLD

The man who lived on the hill had gone to war to fight for his country, and his beautiful lawn that he always kept well cut and watered was growing tall and needed cutting. The naughty Dandelions in the near-by field saw the tall grass, and they said to one another, "Let us go over into that lawn and hide in the tall grass where the lawn mower cannot find us." They waited until the warm breezes came from the south, and away they went on the wings of a bright May morning and dropped into the tall grass. Soon they took root, and before they knew it were poking their heads up above the tall grass. No one disturbed them and they grew very bold. They sent word by the Butterflies to tell all their relatives to come and make their home in the beautiful lawn on the hillside. New ones came every night, and every morning there were more yellow faces smiling up thru the green grass.

When the man came home from the war, his beautiful lawn looked like a field of gold, and the naughty Dandelions just nodded their heads and laughed when they saw how astonished he was.

"Well, well," said the man, "I have just finished one battle, and now I see I have another battle to fight right here in my own dooryard." Before the sun was up the next morning the man on the hill was out with his lawn mower and the naughty Dandelions wished they had stayed in the field.

## IT TOOK A BIG BIRD TO SCARE JIM CROW

Jim Crow was strolling about the green meadow when little Bunny came running in from the road, all covered with dust and panting for breath. He was nearly exhausted, and when he reached the door of his house near the old oak tree, he dropped to the grass completely exhausted. Jim Crow knew what was the matter, for he had been watching Bunny make the race for his life down the dusty road. Bunny had been peacefully nibbling in Farmer Brown's cabbage patch when a great black automobile came tearing down the road. If Bunny had just stayed in the cabbage patch, he would have been all right. But he knew he was stealing Farmer Brown's cabbages, and he thought the automobile was after him, so into the road he scampered, and then he had to run like the wind to keep from being run down by the big black machine. No wonder the little fellow was tired when he reached his home by the old oak tree.

Jim Crow watched the race with a great deal of interest, and when Bunny reached his own home Jim Crow strolled over the meadow to Bunny's house, and

(Continued on page 122)

# MANNERS EVERY CHILD SHOULD KNOW

Martha Persis Smith, Kansas City, Mo.

## IN PUBLIC

People can see you; don't let them hear you  
When in public places you go.  
How you behave and the manners you have  
Are a measure of what you know.

Pert, loud or coarse actions never will win you  
A regard, from any one fine.  
He will say with a sober shake of the head,  
"I'm glad those children are not mine."

At concert or play you are in a place  
Where people should hear and see;  
If you chatter or laugh when the action's on,  
A nuisance you'll surely be.

In a well-filled car it is hardly the thing  
To speak in a tone that's loud;  
What concerns you, your family or friends,  
Is not for the ears of a crowd.

## BE ON TIME!

At the bell's ringing,  
At the clock's chime,  
If you are to be there,  
Be on time.



## Be on Time

Classes and clubs  
For you cannot wait,  
You are the loser  
Whenever you're late.  
At the bell's ringing,  
At the clock's chime,  
If you're to be there,  
Be on time.  
At school or at church,  
At the play or your game,  
Wherever you go,  
The rule is the same.  
At the bell's ringing,  
At the clock's chime,  
If you're to be there,  
Be on time.  
Always on time,  
More valued you'll be.  
Your friends will be happy,  
Your prompt face to see.  
At the bell's ringing, ---

At the clock's chime,  
If you are to be there,  
Be on time.

## "BE ON TIME"

### Scene

(A classroom. Clock in evidence. Time 9:05. Fifteen or twenty children having a reading lesson.)

Teacher: "We will read 'In Public' from 'Manners Every Child Should Know.' Jack may read."

(Jack reads one stanza.)

"Now Elsa." (Elsa reads the second and so on thru the selection.)

Teacher: "Next we"— (She is interrupted by door opening softly and a small, sheepish-looking boy tries to slide in, while children smile. He stops just inside. Teacher rises and speaks privately to the tardy one.)

Teacher (soberly): "No excuse."

(Children recite the selection "Be On Time," pointing reproving fingers at the boy with the words "Be on time.")

At the end boy stands beside the clock with a downcast expression upon his face.)

Curtain.

## SEE YOURSELF

"To see ourself's as others see us,"  
Wrote shrewd Bobby Burns in a rhyme.  
To see ourselves as others see us  
Would do us good many a time.  
See yourself as your mother sees you,  
With her fond love gilding the view;  
To ever be true to half she believes you,  
Will give you a plenty to do.  
See yourself as your teachers see you,  
And now you are down to "brass tacks."  
Of all your virtues they may not be sure,  
But they know what your character lacks.  
See yourself as your comrades see you!  
And here once again, can you boast?  
Some one has asked in a meaningful way,  
"Do those you know best, love you most?"

## LITTLE STORIES

(Continued from page 121)

then he did a very cruel thing—he laughed. "I'm glad I am not a poor, weak little animal like you," he said. "There are so many things to frighten animals, while we birds of the air are safe. No automobiles, cats or dogs can frighten us. We just fly into the air, where there is nothing to disturb us, and when we want to rest our wings we light on a tall tree, where nothing can reach us." And just to show how smart he was, Jim Crow flew to the topmost bough of the old oak tree and called "Caw, Caw, Caw" to all the passing birds.

As he called, he got a funny answer to his call, one he had never heard before. Nearer and nearer came the sound, and soon a monstrous bird came in sight, a bird so big that a hundred crows could have rested on its wings. It dipped and soared and turned somersaults, and made the awfulest noise that was ever heard in Birdland. All the animals in the green meadow ran to their holes, shivering with fear, and the birds of the air were frightened almost to death. They flew high and they flew low, screeching and screaming, but the big bird seemed to be always after them. Jim Crow was so frightened that he nearly fell off his perch on the oak tree. When the big thing landed right in the middle of the green meadow there was not a bird or beast brave enough to go and see what it was. From out of this big bird stepped a man, and Bunny heard Farmer Brown call the thing an aeroplane. There was no happiness in the green meadow until the big bird flew away, and Jim Crow never boasted of the safety of the air again.

## PICTURE STUDY

Mrs. Annie Smith Ninman, Formerly Art Department, A. and M. College, Stillwater, Okla.

### A VISIT WITH DUPRE, A PAINTER OF RUSTIC LIFE IN FRANCE

#### HAYMAKER'S REST, BY JULIEN DUPRE

June time is nature's month of glories. Nature seems to beckon mankind to come out into the sunshine, to hold communion with her friends—the birds, flowers, and trees; to enjoy the June fragrance of ripening grains and blossoming grasses. Nature's glories are manifold. One's enjoyment is manifested in her symphony of riotous color—yellow-green fields of quavering grasses, reddish-brown waves of ripened grain heads, patches of yellow and white, glimmering tones of vermilion-colored flowers of the fields, and deeper tones of violet that add their shadowy values to the brighter notes of color. One listens to the harmony of sound—the humming of bees, the songs of the breeze-stirred grasses, the rustling of leaves and the calling of birds. One sees and listens, and enjoys all nature in the month of June.

For children, June holds treasures that are for all to find under blue expanse of sky, along yellowed paths where tiny feet may wander out into God's open country. The farmer folk are at work in the hay fields; what they have to do and how they do their tasks is of varied interest to children. It is with an appreciation of all growing things, of nature's gifts of the soil and man's part in the caring for and the gathering in of the treasures of the earth that I bid the boys and girls to go with the artist Dupré into his country, among his people and to see thru Dupré the work in the fields.

Dupré has given to us a story of his people in the hay fields of his country.

#### Where Is the Country in Which Dupré lived and Painted?

To go to Dupré's country we must first go by train across many states in America and then by big boats across deep, blue-green waters into the country of France. It was to France that many of our brothers and fathers went not so many months ago to help the people of that land, who were being warred against. The country loved by Dupré was not then at war, and it is in a year of restful work and peaceful life that Dupré would have the boys and girls of America know his people.

The life in a big city is very different from that in the country.

#### Will Dupré Take Us to a City? Does His Story-Picture Tell Us of the City?

Dupré was born and lived many years in a large city in France called Paris, but it is not of Paris that Dupré tells his story. Let us go trustingly with the artist along the white ribbon of road that leads away from the city of noisy factories and busy shops, away from the crowded city into the country. The road along which Dupré wanders passes thru villages that lie nestled near winding rivers and wooded hills. The villages in France are like our small rural towns in our own country, which seem to be so many stepping-stones from one large city to another. In France the villages are very far apart, and the roadway grows more lonely as it stretches on and away from the city and thru the villages. There are not many people to pass us on our way, but there are the singing birds as we near their haunts, and butterflies that glimmer in the sun as they hover over the wild flowers, the daisies, sweet clover, thistles, poppies and sage.

Far away from a village, half hidden in the depth of the woods, Dupré knows of a farm where meadow lands are being cared for by the country folk. The picture, "Haymakers at Rest," tells of just such a meadow.

#### What Is This Meadow of Dupré's and What Has Been Planted There?

The meadow lands in France are the low, flat stretches of ground, hedged in by rows of privet hedge and hawthorne bushes. The meadows lie along the river side, where tall, ragged poplars grow and willows intertwine their slender branches. The ground has been cared for by the men on the farm. In the early months of spring the meadowland is cleared, drained and irrigated, in order that its new growth of grass may be plentiful. The farmer, with a coarse bag of carefully selected seed hanging from his shoulder, walks the length of the field, scattering the new seed that he carries in his bag.

The seed that has been sowed by the farmer and made to grow under the influence of April rains and May sunshine forms over the earth of the field a dense covering of sweet scented grasses. It is in the latter part of the month of June that these grasses have reached their full growth and are in full bloom.

#### What Are These Grasses That Are Grown by the Farmers in France, and Why Have They Been Cared for by Man?

Dupré pictured a haymaker in a field of grass that had ripened and had been made into hay. This meadow of ripened grass, rich in herbage, is the growth from the seeds that were planted by the farmer. In the meadow are to be found numerous grasses with slender stems, bearing sea-green heads of bloom—the fescue and fléole grasses, the melica grass with long, bearded heads drooping, and fragrant wild oats. These are the grasses which, when in their fullest growth, are mowed, cured, and stored away in great barns, to be used as fodder for horses and cattle. The French farmer believes that "He who says meadow says hay, and whoever says hay says everything," and indeed without hay there would be for him no sturdy horses or stout cattle.

In June-time, just before the meadow grass is cut, the fields of golden color, of varying, ever-changing hues of green and violet are very pretty to see. The sun rays, dancing over the field, make of the waving grasses and the scattered wild flowers a fairyland, where bright-hued flower blooms and yellow-green grasses dance like so many happy boys and girls with their bright ties flowing and their skirts swishing in rhythmic movement.

In July, when the sun is the warmest, the farmers in France make into hay the grass that has ripened in June. In the picture-story a haymaker is to be seen at rest. Hay is made from meadow grass.

#### Who Is This Haymaker, the Friend of Our Artist Companion, and How Is the Grass Made Into Hay by Him?

Dupré's haymaker is a farmer, one who lives in the country on the farm and tills the land, bringing forth food giving grains and vegetables. The rural inhabitants in France are known as rustic folk, and the farmers and their families are called the peasants of France. In haying time the men and women are at work in the fields before dawn, which is indeed an early hour to begin work. The men busy themselves with the heavy work of the field, while the lighter and easier labor is left for the women and for the older boys and girls. The peasants cut or mow the grass with great, heavy scythes, which they swing in a semi-circle, laying low the grasses at their feet. The mowed grass is then raked and tossed by men and women, who gather heaps of the cut grass upon their pitchforks and toss them here and there on the shorn ground. The tossing of the grass, the heat from the sun, and the wind make it dry, and when the grass has become very dry it is called hay. The man at rest in the picture by our friend

(Continued on page 131)





THE HAYMAKER'S REST

Julien Dupré

# A STORY AND ITS DRAMATIZATION FOR CLOSING DAY EXERCISE

By Laura Rountree Smith

## THE SURPRISE BOX

Once upon a time four little maids in Japan said, "We are going to have visitors from America. Let us try to learn their ways."

Cherry Bloom said, "We must try to sit in an honorable chair."

Viva San said, "We must practise wearing our shoes inside the house."

Lotus Bloom said, "The Americans shake each other by the hand."

Ah Loo said, "They do not bow on bended knee, but bow their heads. We will still wear our Japanese costumes, however; we would feel funny in American clothes."

At that minute, rap-a-tap was heard on the door, and in walked an old woman with a box under her arm.

The Japanese children offered her a rocking chair they had brought in to practise sitting in.

The old woman shook her head and sat on the floor, saying:

"To be natural is best,  
To friend, or relative, or guest."

She set her box on the floor and tapped it with her wand, saying:

"If sad you are, and tired of play,  
Out will come a rainy day."

Out came a little fairy, in raincoat and umbrella, singing:

"Patter, patter, drops of rain,  
Oh ho, the showers have come again."

The little Japanese children curled up under their parasols, for they felt the rain falling.

At a word from the old woman, the rain fairy curled up in the box and went to sleep.

Next, she tapped the box, saying:

"If you are happy, and good, and gay,  
Out will come a sunny day."

Then out danced a sunshine fairy in yellow dress and cap, singing a gay song.

Then the Japanese girls felt so gay they took their parasols and fans and began to skip about.

When they had finished their dance, the old woman and her fairies had gone, but she had left the magic box behind her.

Cherry Bloom said, "I wonder what she meant about being natural."

Just then the American children began to arrive, and the Japanese children bowed stiffly and offered to shake hands, and offered their guests, one after another, the rocking chair.

The American children were disappointed, so Lotus Bloom tapped the magic box, and out came a rainy day fairy.

The American children crept under the parasols offered them, saying:

"In gay Japan, across the seas,  
We thought to see other sights than these.  
Will you explain as best you can,  
Why it is raining in Japan?"

The four little Japanese girls put their heads together and said, "Maybe the old woman was right. Perhaps our guests would rather see us natural, than imitating them. Let us tap the box again, and call for the sunshine fairy."

They tapped the box, out came the sunshine fairy, and they all sat upon the floor and drank tiny cups of tea, and the Japanese children went thru a pretty fan drill by and by.

The American children had a good time, and when

they rose to go, the Japanese children went out and got lighted lanterns to light them on their way home.

The American children said when they got home:

"In Japan, in Japan,  
With gay parasol and fan,  
Live the little Japanese,  
And they bow on bended knees,  
Cherry Bloom, and Viva San,  
Entertain as best they can,  
With gay parasol and fan.  
In the island of Japan,  
Lotus Bloom and wee Ah Loo  
Passed the tea to me and you.  
These dear little maids, you understand,  
Live far away in the Sunrise Land."

The Japanese children said:

"We've learned one lesson as wee Japanese,  
We all must be natural if we would please.  
But we wish the old woman would come and explain  
Why from the box comes sunshine and rain."

Then the old woman returned and said:

"When children are sad, and tearful, and frown,  
The rain is always sure to come down.  
When children are happy, with sunshiny smiles,  
The sun will come out in a very short while.  
I'll teach you this lesson before we part—  
You can always have sunshine right in your heart."

Then the old woman vanished.

Her magic box was gone.

The Japanese children walked about with parasol and fan, as merry as you please, for they had sunshine in their hearts.

## Suggestions

The stage should be set with Japanese lanterns hung on wires. A few Japanese screens are used at the back, and Japanese fans and parasols add to the decoration. Flowers in pots are set at right and left of stage.

**Japanese Children**—We are going to have visitors from America. Let us learn their ways.

## THE PLAY

**Cherry Bloom**—Let us try sitting in this chair. My, how it rocks!

**Ah Lee**—Let me try it! I am afraid I will rock over!

**Lotus Bloom**—Let me try!

**Viva San**—Let me have my turn (rocks over).

**Cherry Bloom**—Let us practise shaking hands. Hark! Some one knocks!

**Old Woman**—How do you do?

**Ah Lee**—Do take this chair.

**Lotus Bloom**—Let us shake hands.

**Old Woman**—No, I will sit on the floor. Do try to be natural and not imitate others. I will tap my box. (Out comes Rainy Day Fairy. The box she carries is arranged at the back of the stage by another, from which a child steps. By quickly removing a screen, she seems to come from the old woman's box.)

**Rainy Day Fairy**—Here I am, ho, ho!

**Japanese**—We will open our umbrellas. (Sing, tune "Lightly Row....")

"How de do, how de do,  
Wave the parasol and fan.  
How de do, how de do,  
Welcome to Japan.  
Now that you have crossed the seas,  
You will see the Japanese.  
How de do, how de do,  
Welcome to Japan."

(Rainy Day Fairy goes back.)

(Continued on page 129)

## The Catholic School Journal

# BIRD STUDY FOR JUNE

### THE KINGBIRD

T. Gilbert Pearson in Audubon Leaflet

As I made my way one spring morning among the clump of reeds along the margin of a southern lake, keeping a sharp lookout for the deadly water-moccasin snakes, I was startled by an unusual sound. It seemed to come from overhead and just a little behind me. Turning, I beheld a hawk darting sharply downward, and only a few feet in front of it a little Spotted Sandpiper was fleeing for its life. By the smallest fraction



Kingbird

of a second the sandpiper avoided the murderous clutch of its enemy, and then dashed into a thin growth of grass. The hawk veered sharply upward, wheeled around, paused an instant on outstretched wings, and then, catching sight of its prey, was in the act of plunging again, when, like a bolt from a clear sky, something struck it in the back. This something proved to be a small black and white bird, which, with sharp, clattering notes and snapping bill, struck continually at the great hawk many times its size.

#### The Hunter Hunted

The hawk at once forgot how hungry it was and lost sight of the panting, frightened sandpiper, which lay almost helpless on the ground below; for all at once another idea had taken possession of its mind, and that was to escape this infuriated bundle of feathers with a sharp beak that was snapping at its back. So it departed across the shallow lake as fast as its big wings could carry it, and its pursuer, a little Kingbird, urged it on with every stroke. The hunter had suddenly found itself the hunted one, and, judging by the haste it used and the way it dodged, one would think it was as badly frightened as the poor sandpiper had been a few minutes before. For fully a quarter of a mile the Kingbird kept up the chase, ceasing the pursuit only when the hawk had entered the woods.

The Kingbird was the sentry and also the fighting war-

rior for all that arm of the lake, and woe to any large bird that came near. Later I saw him several times, and he was ever on the alert. Once he drove off a great Turkey Vulture, actually alighting on its back, where evidently he held on to a feather with his bill. Twice I saw him make life miserable for Crows that ventured into his kingdom.

#### The Nest

I found his nest, too, and this was a discovery worth while. A button-wood bush had grown up from the mud and among the water plants, perhaps 200 feet out from the lake shore. It was a thin, discouraged looking bush, but it served well for a Kingbird's nest. In this, three feet above the water, the rather bulky cradle had been built. At a little distance it appeared to be only a streaming cluster of long, gray moss, which might have been blown, during some gale, from a bare branch of one of the scattered pine trees back on the shore. When one came near, however, and looked inside, another sight was presented. There, in a cup-shaped inclosure, lay as pretty a set of eggs as one might wish to see. They were about an inch long and perhaps three-fourths of an inch wide; and scattered about over the white surface of the shells were many spots of brown in various shades. The nest was lined with little roots and grass, and the whole structure was compact and strong.

Kingbirds often show a preference for living near streams or lakes, but very often are found far away from such places. This is true particularly in the northern states, where we may meet with them in old apple orchards, along highways, or in the neighborhood of farm fences, beside which trees have sprung up and been allowed to grow.

#### Nest-Building

Early one morning last June I was out watching for birds just after sunrise. A little girl, with sharper eyes than mine, was my companion. The air was ringing with the song of a Veery, and a pair of Red-eyed Vireos were calling repeatedly from the near-by trees. My fellow-watcher was pointing out a Downy Woodpecker she had discovered, when she caught sight of a Kingbird, the first she had ever seen. It was flying slowly and somewhat laboriously, for in its bill it carried a strip of cloth several inches long. A moment later the bird settled among the twigs and leaves growing on the horizontal limb of a scraggy, gnarled oak tree just before us. Here it remained for two or three minutes, pulling and tugging at the rag. After getting it placed to its satisfaction it flew away. We had discovered a Kingbird in the act of building its nest, and, so far as we could observe, had actually seen it bring the very first piece of material with which to make it.

#### Constructing a Home

Day after day, in the early morning, we would slip out to see how the work was progressing. The birds seemed to work at their nest-building chiefly in the early morning; still, it must be confessed we did not watch very closely at other times of the day, and the birds may have continued their efforts at various periods until the sun went down. In making the nest the birds used old weed stalks, grass, pieces of paper, and rootlets; and it took them many days to complete the task. Altho it would have been easy to climb up to the nest, we did not do so. The little girl, who belongs to a Junior Audubon Society, told me it was a rather bad practice for children to peep into every nest they found, so we never learned how many eggs were laid in it.

Later, however, we saw three young sitting on the limbs near the nest, where both the father and the mother often fed them. The tree stood not more than twenty feet from the veranda of a summer clubhouse,

(Continued on page 132)



# PRIMARY NUMBER TEACHING WITH GAMES

Miss Lura M. Eyestone, State Normal University, Normal, Ill.

## Spinning the Arrow

A good game for drill work toward the end of the year, and also to be used in testing the pupils is "Spinning the Arrow."

Make a large circle of cardboard. Place different numbers at regular intervals around the circumference. Fasten an arrow to the center. Each child spins the arrow and tells the number to which the arrow points. Then he adds, subtracts or multiplies the number agreed upon. If it has been agreed that 4 is to be added, if the arrow points to 10, the player says, "10 and 4 are 14." If 4 is to be subtracted, the child says, "10 less 4 is 6," or if the Austream method of subtraction is used, he says, "4 and 6 are 10." If the table of 4's is being reviewed, he says, "10 4's are 40."

Cardboard circles may be arranged with the products of the numbers on, or dividends, and rapid work in division given. Suppose the 4's are being studied and reviewed. The numbers 4, 12, 20, 16, 24, etc., are arranged on the circle. If the arrow points to 12, the child answers, "4 is in 12 three times," or "4 is in 24 six times," etc.

If it is too hard to get a sufficient number of cardboard circles for the various forms of drills, circles of lightweight paper may be cut and numbers put on them and these fastened on the cardboard with thumb-tacks as needed.

## Bird Catcher

The children are arranged in a circle. Each child is assigned a number. In the second or third year the numbers may be sums, products or quotients, depending upon the kind of game to be played. One child may be the leader, or the teacher may be leader and ask for results within the numbers assigned, as "8 and 4 are?" The child having the number 12 announces the number. He has caught the bird. Or, " $3 \times 6$  are?" The child having the number 18 announces the result. Or, "4 is in 24?" And the child may announce 6.

## London Bridge

A second grade class recently tried this game. Two children, especially strong in their number combinations, were chosen to make the bridge. They agreed that one should get the pupils who gave correct answers to the problems they put, and the other should get those who gave incorrect answers. The one who gave the problem should tell the child caught on which side he was to go, simply saying, "Get behind me," or "Get behind George." Such problems as "6 2's are how many?" "9 and 6 are how many?" etc. When the pupils are all in lines, the teacher announces which side is Right and which side Wrong, and the pupils try to win for "Right." This is a fine game for a play period outdoors, too.

## Bean Bag

Various games of bean bag may be played. This is one keeping the score of which requires addition and subtraction, as well as multiplication.

A large circle is drawn on the floor. A smaller circle inside the large one. Let each bag thrown into the circle count 2, each child having four bags. Each bag outside the circle counts 1 off.

Later, each bag thrown into the circle may count 4, 5, or whatever multiplication table is being drilled upon.

The score should be kept by a pupil on the blackboard. Later, the individual scores will be found and the winner announced.

## Tug o' War

Arrange the class in two equal groups, each group having a captain. The captains will give combinations to the other side, as  $4 \times 3$ ,  $6 + 9$ ,  $10 - 4$ , etc. Pupils must sit as they fail. Not only captains, but all the

pupils must be on the qui vive to see that the answers are correct.

## Buzz

To be played when the class is preparing for a multiplication table. For example, the table of 3's. The teacher says, "We will count, and as we count we will pick out the 3's or any numbers that 3 helps to make. If your number is 3, or is made by 3, you must say 'Buzz,' instead of the number." Children begin to count, 1, 2, Buzz; 4, 5, Buzz; 7, 8, Buzz, etc. It is readily seen that the pupils must think carefully and quickly when playing this game.

## The Journey to New York

We teach counting by 1's, 2's, 3's, 5's, etc., until considerable familiarity is acquired. This counting is a form of addition, as "Count by 2's." Start at one end of the class. The first child starts off with "2," the next "4," next "6." If we begin to lag, the teacher says, "6, 2 more," "8 2 more," etc. If the counting drags, we start at the other end of the class, trying each time to gain more and more time. If we work slowly, we are going on a freight train; if fairly well, we are on an express, but if we do first-class work, we are in the aeroplane.

Rapid work in addition is given this way. It is surprising what speed can be obtained. The other day I selected two children from the class and said, "When I have finished writing this column of figures, see which one of you can write the answer first." I wrote the figures rapidly, and by the time I had drawn the line one pupil was ready with the answer. Other children in the class wanted to try, and I let them. Chester won out in every one, and we left the class with the remark, "I think I'd get ready to beat Chester, if I were you."

## Follow the Leader

This game, slightly varied, was suggested in Primary Education some time ago, and is especially good for drill and review in third grade. Each player is given a number, which he writes at the top of the blackboard. If the leader says, "Add 2," each player must add 2 to the number on the blackboard, and continue adding whatever number is given. Or, if after adding, the leader says, "Subtract 4," each player must subtract 4 from the sum last written. Then if the leader says, "Multiply by 3," the players multiply. Whatever the leader dictates must be done, whether it is adding, subtracting, multiplying, or dividing. Much depends upon the phase of drill desired. If any player makes a mistake, and it is noticed by a seated player, he takes the place of the player who has made the mistake. If the leader is a member of the class and does not notice mistakes made, his place should be taken by some one else.

## Adding Sides

The pupils count aloud, and each child takes the number which he spoke in counting. Two leaders are then chosen. The first leader then calls a number, and the child whose number added to that of the leader's will make the number called by the leader, tells his number and steps to the side of the first leader before the second leader has counted 10 aloud. If the child fails to respond with his number, he is out of the game and must sit.

The second leader then calls a number, and the child whose number added to the second leader's makes the number called by the second leader steps to the second leader's side before the first leader has counted 10. Thus the leaders alternately call numbers until all the pupils are chosen.

If either player calls a number which is not the sum of his number and a number still unchosen, he must give the last added player to the other side.

The side having the greater number of players at the end of the game is the winner.

The game may be continued in this way: The first leader speaks his number, the next player to him speaks his number, the two numbers are added. The third player speaks his number and adds it to the sum of the other two, and so on until all the numbers on that side have been added. The numbers on the other side are added in the same way. The side which has the larger sum is the winner.

#### GAMES FOR BEGINNERS

It is too late to try the following games this year, but they are suggested for the beginner's work when school opens in the fall.

Little children, with their hazy ideas of school, come to us in the fall, some with a feeling of timidity and almost fear, others with a pre-conceived dislike for school, and still others with a real joy over entering school.

The little games which can be played help to strengthen the bond and show the children that school is a happy place to be, and all teachers should try to make it so, for the place where children spend five or more hours a day should be the most delightful place that one can be in, other than his home, and for many children it must even surpass the home.

The teacher wishes to find out what the child knows about number, by counting, by touching a certain number of objects, etc. One game that little first graders always enjoy is the

#### The Good Ears' Game

Ask the pupils to close their eyes and tell the number of taps the teacher makes with a pencil, the number of times a bell is struck, the hands are clapped, etc. It is surprising how inaccurate our ears are without our eyes, at first. The sounds must be made clear and distinct, so there can be no mistake.

#### Touch Game

Another game which appeals to the senses is the Touch Game. The child closes his eyes. The teacher or another pupil touches him on the hand a certain number of times—he must tell how many. The other pupils in the class watch to see if the pupil tells correctly. Then some one else tries it.

Later, when the children associate the written and oral form of the number, the teacher may place a number on the blackboard and say, "Touch John so many (pointing to the number) times, George."

#### Recognition Game

When the pupils have learned to count and to recognize the written forms of numbers to 10, "I Spy" may be played. The pupils are each given a number up to 10. If there are more than ten pupils in the class, only part of the pupils are given a number.

The teacher then writes a number on the blackboard. If it is 9, the child who has been given 9 says, "I spy my number—9." If he doesn't recognize his number, or forgets it, a child who knows it may take his place.

#### THEMES FOR GRADUATION EXERCISES

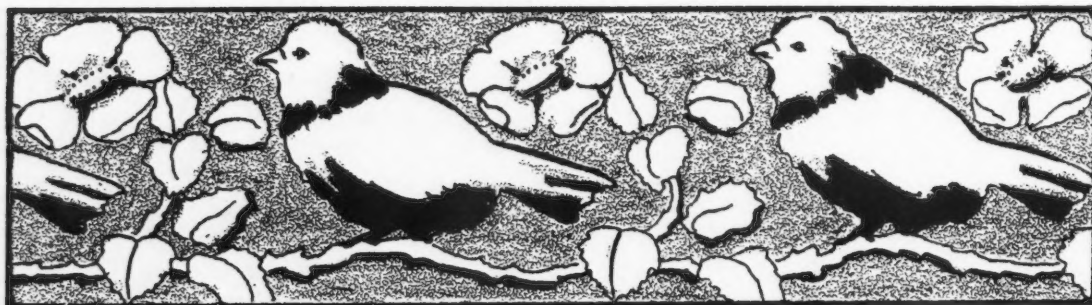
It has been suggested that the themes of commencement addresses and of graduating exercises be chosen with special reference to questions which will "tie up for classes and audiences the civic and educational lessons that should be drawn from the war, the armistice, and the peace conference." Even the examination questions of finals should show that in all subjects war and after-war problems have been related. Now that the war is over there is a tendency to settle back into a lethargic state of forgetfulness regarding the war and the momentous lessons growing out of it that should never be forgotten by the American people. Do not fall into the lazy attitude that says, "Oh, I am tired of hearing about the war and the peace treaties and the league of nations and the Monroe doctrine, etc."

The issues growing out of this war will affect and

(Continued on page 132)

## JUNE BLACKBOARD BORDER

Etta Corbett Garson



In June the trees have sufficient foliage to conceal the most conspicuous nests, so even the most timid birds now build. Strong preferences are shown by birds for particular trees. The wood-thrush is partial to the dogwood, and the oriole loves to swing his pouch from the top of an elm bough, but the wren likes best the depths of an old apple tree's trunk. The small birds have a fondness for vines and seed-bearing weeds. The song-sparrow often frequents a berry patch, where its food is easily procured.

If you saunter along the by-roads this month you will be in a motley company of weeds that, asking not for the luxury of cultivation, crave only the permission to root and pay toll in bloom. Among this throng that crowd for room is the vervain, ragweed, white clover, common field daisy, selfheal and plantain. No matter

how warm the sun, the little green rosettes of the plantain offer their leaves, cool as spring water. This plant, so common, was once much esteemed as a healer of wounds, and was called "wound-heal." So persistently does it follow the steps of man, that it was called in some countries "way-bread." The Indians call plantain the "print of the white man's foot." In "Hiawatha" there is an allusion to it:

"Wheresoe'er they tread, beneath them  
Springs a flower unknown amongst us—  
Springs the 'White Man's Foot' in blossom."

Summer becomes a full-blown fact when June roses open their red buds. The flowers of June are rich and varied in color, and the song of birds fills the air. June days are bloom days. Every moment out of doors is a feast of fragrance, sound and color.

# DRILLS, GAMES AND MARCHES FOR SCHOOLROOM AND PLAYGROUND

Compiled by the Editor

## POINT STEP MARCH



### Notes:

In couples, joining hands.

Four "mark time" steps in place alternating with point step, or around in a hollow square. March forward 4 counts (2 measures), point step, left (1 measure), right (1 measure), then 4 march steps, etc.

### Point step—

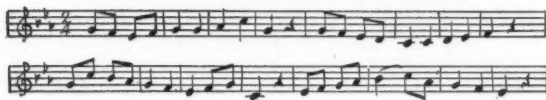
1. Turn toward left and place left toe two-foot-length to left, ankle extended and right knee bent.

2. Replace left foot and stand erect, etc.

March, march, march, with the toe pointed so.  
Round the room in step we go;  
With the toe pointed so.  
Round the room we go.

Turn to the left side, turn to right,  
Is it not a pretty sight?  
With the toe pointed so,  
Round the room we go.

## A SLEEPING PRINCESS—MARUSAKI



1. Marusaki (1) lives in far Japan,  
She wears a long dress and waves a fan.  
When (2) she makes a bow she bends so low  
She (3) sits on a mat on her heels, just so.
2. She (4) learns to do writing with a brush,  
Always very careful, never in a rush.  
She (5) makes a low bow and bids us come (6)  
To see the fete of chrysanthemum.
3. Then (7) away we'll haste to fair Japan,  
Each one with a sunshade and a fan;  
When the visit's over, home we'll come,  
Each one bringing home a chrysanthemum.

### Notes:

Stand in aisles, facing seats.

1. Right hand at waist (8 measures).

2. Begin Japanese bow by placing one hand and one knee on same side on seat, then the other hand and knee; drop head at "low."

3. Sit back on heels and remain until note 5.

4. Thru 8 measures hold one hand as if holding a paper, and make printing motions with other hand.

5. Rise to knees and bow heads.

6. Stand with hands as in note 1.

7. Move forward for the first line of stanza 3, backward for second line, etc., in short steps on toes two steps to a measure.

## SAILOR BOY

- (A) Hurrah for the sailor boy,  
A-sailing o'er the sea;
- (B) He pulls a rope and fixes it,
- (C) A brave boy is he!
- (D) Hurrah for the sailor boy,  
Hurrah for the sailor boy,



- Hurrah for the sailor boy,  
Hurrah for the sailor boy,
- (E) A-sailing o'er the sea.
- (F) Hurrah for the sailor boy  
A-rowing o'er the sea;  
He grasps an oar and pulls an oar.
- (G) A strong boy is he.
- (H) Well done, sailor boy,  
Well done, sailor boy,  
Well done, sailor boy,  
A-rowing o'er the sea.

Formation: Single circle, partners facing right, that is, in forward line of direction. Boy and girl take sailor hornpipe position (right arm in front of body, left arm behind body).

(A) Step right, raising left behind, hop right. Repeat three times, changing position of arms from right to left, according to the leading foot. (4 measures.)

(B) All face center of circle. Pull rope with both hands and, stooping, fix it to cleat. (2 measures.)

(C) All fold arms, holding position, with head and chest high. (2 measures.)

(D) Take cap off with right hand and wave it; repeat with left hand; repeat with right. (6 measures.)

(E) Fold arms and turn all around to right with 4 steps. (2 measures.)

(F) Grasp oars; step back with right foot, pulling arms down to sides and bringing left foot back to right. Repeat 3 times. (6 measures.)

(G) Face center of circle and feel muscle of right arm. (2 measures.)

(H) Face partner, shaking right arm with fist clenched; repeat with left; join hands with partner and swing around. (8 measures.)

## A STORY AND ITS DRAMATIZATION

(Continued from page 125)

**Old Woman**—I will tap the box and see who comes out. (Enter Sunshine Fairy. She leads in a parasol drill later.)

**Japanese**—Who comes here? American visitors?

(They enter. The Japs offer them the chair, offer to shake hands, etc. The Rainy Day Fairy comes out.)

**American Children**—You are not as quaint as we thought. You do not act natural.

(They tap box. Out comes Sunshine Fairy. They all sing "Cup o' Tea." Tune, "Twinkle, Little Star.")

"If you take a cup o' tea,  
Drink it a la Japanee,  
For we always think it best  
To serve visitor and guest.

Some old women always see  
Fortunes in a cup o' tea.  
Stir it gently round and round,  
With a pleasant, tinkling sound."

(The Americans go thru a flag drill, the Japs a short lantern drill, and sing, in closing, tune "Comin' Thro the Rye"):

"If you ever chance to visit  
In the Sunrise Land,  
You will see strange sights and customs  
As you understand.  
We will give you hearty welcome,  
And we always try  
To entertain in merry manner  
'Ere we say good bye."



# A PAGEANT OF AMERICAN INDUSTRY

Willis N. Bugbee

## Characters

**Miss America.** She wears a dress to represent the U. S. flag. The skirt consists of red and white stripes running lengthwise. The waist is made of blue cloth, with white stars. A wreath or chaplet on the head.

**Industry, Science and Art** wear classic gowns made of thin white material. Chaplets are worn on head. The name of each may be printed on headgear or on band fastened diagonally across chest, or if desired a small banner may indicate identity of each.

People in the pageant include the following:

Planters,	Inventors,
Farmers,	Mechanics,
Farmerettes,	Builders,
Fruit growers,	Railroad engineers,
Ranchmen,	Boatmen,
Shepherdesses,	Teachers,
Lumbermen,	Ministers,
Foresters,	Physicians,
Fishermen,	Writers, etc.
Miners,	

Costumes for these will naturally suggest themselves. Any number may take part.

## Scene

Either outdoors or indoors, with flag decorations. A slightly raised platform at the rear center.

(Enter Miss America)

**Miss America.**—Today I am to review the great industries of this fair land of mine. The toilers from the mines and the mills, from the factories and the farms, and from all departments of industry, will meet to tell me of the wonders they have achieved. I am proud of them all. I am proud to know that America stands pre-eminent in the industrial world today. What wonderful things have been accomplished in the past century and who can say what still more wonderful things are yet to be recorded in the hundred years to come. I suspect that America shall continue to lead them all.

(Enter Industry)

**Industry.**—You are right, America must lead them all.

**Miss A.**—Greetings to thee, Miss Industry. America's supremacy is due largely to you.

**Industry.**—Not to me alone. You must not overlook my companions, Science and Art. Hither they come.

(Enter Science and Art)

**Miss A.**—Welcome, Science and Art. You three have made America the greatest nation in the world.

**Art.**—We have each but tried to do our part.

**Miss A.**—And you have succeeded well.

**Art.**—Without me, everything would be commonplace, indeed.

**Science.**—And without me labor would be drudgery.

**Industry.**—And without me neither Science nor Art could accomplish aught.

**The Three.**—Yet together we perform magical deeds.

**Miss A.**—Here come the toilers. Let us take our places where we can view them as they pass. (All take places on platform or dais.) First of all come the agricultural workers. That is just as it should be.

(Music as small boy enters L. with banner upon which is the word "Agriculture," or "Husbandry." He passes to R. as Planters and Farmers enter L.)

**Miss A.**—Welcome, my loyal workers! We wait to hear the story of your deeds.

**Planters.**—Very well; we shall be pleased to tell you. As for ourselves, we hail from the famous plantations of the South—from the broad cotton fields, the flooded rice fields and waving stretches of sugar cane. It is our cotton that keeps the mills of the East forever busy.

**Western Farmers.**—It is we who provide the wheat to

make the bread, and the corn to fatten the stock. Our acres are broad and fertile, and our products regulate the world's markets. Ours is the "Bread Basket of the World."

**Eastern Farmers.**—We furnish the potatoes, the vegetables and the dairy products for the thriving eastern cities. Tho our farms are not so broad, yet we cultivate them as best we may and we have plenty to do withal. We wish to thank Science for all she has done for us—for the tractor—

**Planters.**—For the cotton gin—

**Western Farmers.**—For the reaper and the thresher—

**Eastern Farmers.**—And for the myriad other machines, without which we could not supply the country's growing needs.

(Any farm song may be used here. All exeunt R.)

(Enter Farmerettes, carrying hoes or rakes.)

**Farmerettes.**—

We are the merry Farmerettes,

We're not afraid to toil;

It gives us health and a little wealth—

Oh, we love to till the soil!

(A short drill with hoes or rakes may be given if desired, then all pass to R. and exeunt.)

(Enter Fruitgrowers—both boys and girls—carrying fancy baskets of fruit. The fruit may be real or artificial and may include apples from Michigan, peaches from Delaware, oranges from California, pineapples from Florida. A little darkey boy carries a Georgia watermelon.)

**Fruitgrowers.**—

Behold the ripe and luscious fruit

Of vine and bush and tree—

From North and South and East and West,

We've gathered them, you see.

(The darkey may sing portion of "Dixie Land" or "A Little Black Boy." The latter is found in "Churchill-Grindell Song Book No. II. All exeunt R.)

(A few strains of music are played on piano as small boy enters carrying banner with word "Herding." Ranchmen follow.)

**Ranchmen.**—We are the cattle raisers from the wild and woolly West. We raise them by the thousands. People from the East may call us rough and uncouth, but how could we be otherwise, with our rough life on the ranch.

(Any appropriate song of the West may be sung, and all exeunt R.)

(Enter Shepherdesses with crooks)

**Shepherdesses.**—

Like little Bo Peep, we watch the sheep

And keep them from going astray;

The wool is sent to the eastern mills

To weave into garments gay.

(A short drill with crooks may be presented, and all exeunt R.)

(Music resumes, and a boy passes with "Forestry" banner. Enter Lumbermen with axes.)

**Lumbermen.**—We are the woodsmen. With our sharp axes we cut the mighty oaks and pines, and spruce and hemlock.

(Enter Foresters)

**Foresters.**—The Foresters are we. It is our duty to preserve and protect the forests of our country from ruthless destroyers. Ah, here they are now!

**Lumbermen.**—Why call us "ruthless?" Do not people need lumber for their homes, their furniture and a thousand and one other uses of everyday life?

**Foresters.**—Not as in days gone by. Steel and brick and concrete have come to take its place.

**Lumbermen.**—What, then, shall become of the Woodsman?

**Forester**—You, too, may become a protector instead of a destroyer.

**Miss A.**—That is truly spoken. America has need to preserve its dwindling forests.

(Woodsmen and Foresters sing "Woodman, Spare That Tree." All exeunt.)

(Music resumes. Boy passes with banner, "Mining." Enter Miners, with picks and miners' lamps.)

**Miners**—We are the toilers of the mines. We produce the coal, that the homes may be heated and the machinery of the mills kept running; we produce the iron to build the machinery and bridges and mighty ships; we produce the gold and silver and jewels of precious worth. What would the nation do without the miners?

(Sing "Song of the Miner," in Churchill-Grindell Song Book No. II. Exeunt R.)

(The music resumes, while boy passes with banner, "Manufactures." Enter Inventor.)

**Inventor**—I am an Inventor—the right hand man of Science. I put into practical form the secrets revealed to me by her. The mechanical wonders of the present century are all due to the cunning of my brain.

(Enter Mechanics)

**Mechanics**—We are the Mechanics. We toil all day in the workshops of the nation. We make everything from a needle to a threshing machine. Our motto is, "Made in America."

(Enter Builders)

**Builders**—We are the builders of the people's homes, and Art has come to our assistance to make them beautiful, both within and without. Once the wigwam and pueblo were the only homes in this virgin land, but today no more attractive dwellings can be found anywhere in the world.

(All may join in appropriate song, or "The Builders," by Longfellow, may be recited. All exeunt R.)

(The music resumes. Boy passes with banner—"Commerce." Enter Engineers.)

**Engineers**—If some toilers bring forth the riches of the field and forest, of the mines and the mills, there must be others to carry it from place to place, and to distribute it wherever it may be needed. We are the carriers of the nation. And remember that progress and civilization always follow the railroad.

(Enter Sailors.)

**Sailors**—We man the merchant ships and carry the products of our country to all corners of the globe, for American-made goods find their way into every port and every clime.

(Sailors sing "Sailor Boys," in Churchill-Grindell Song Book No. II. Exeunt R.)

(Music resumes. Enter professional people.)

**Miss A.**—Well, now, who have we here?

**All**—We are the professional leaders—

**First**—The physicians.

**Second**—The preachers.

**Third**—The writers.

**Fourth**—The teachers.

**First**—Our work is more of the head than of the hand. We direct the minds of the people into right ways of thinking and into right ways of living. We strive to make happier, healthier, wiser and more patriotic toilers in every field of American industry.

**Miss A.**—How well you have succeeded is best shown by the intelligence of the real American laborers, and their patriotism is beyond question. They have stood loyally by our flag at all times. They have made all nations respect the "Star-Spangled Banner."

(All join in singing "Star-Spangled Banner" or other flag song. Other characters may re-enter and join in the song.)

Curtain

**Note**—The price of song book referred to is 35 cents. (Book rights reserved by the author.)

## PICTURE STUDY

(Continued from page 123)

Dupré has been making hay. Near him, on the ground, is a wooden rake, which he has used to help spread the cut grass and later for the gathering together of masses of the made hay. The hay will be stacked and then pitched onto low carts. These carts have wide-spreading hay racks, which when filled will carry the hay to the barns, to be stored away for future use. By the coming of the twilight the meadows of grass will have been mowed, dressed and garnered.

The haymaker's rest comes at the noon hour. With the hot sun rays beating on his tired back, the peasant worker welcomes the sound of the far-distant bell which rings the noon hour—the hour of rest. Dupré's friend is at rest at the noon hour.

### How Is the Haymaker Resting, and How Is He Made More at Ease by His Co-worker, the Peasant Woman?

When the sun heat is the sharpest and the haymakers are very tired, the women, who have not been at work in the field, leave their farm homes and follow the crooked path that leads to the work field. The women take with them the noon meal for themselves and for the men who have been at work since the early hours of dawn. Dupré shows us a peasant woman who has carried to the man at rest a great wrought-iron porringer of food and a basket with its coarse loaf of bread and freshly made cheese. If we visit with Dupré the haymakers at the noon hour, we will find them enjoying their rest from work. The man is at rest. He has seated himself on the hay-strewn ground, his tired back pillowed against the newly stacked hay. The basket, with its clean napkin covering all awry, tells us that meal-time is over. The coarse food has been slowly eaten by the peasants, while they chatted, enjoying each others' company as well as the food. After the food comes the thirst, which is, by Dupré's friends, being satisfied with a cooling drink of home-made sour wine that has been carried to the field in a blue stoneware bottle or jug. If we stayed with our picture friends long enough we would no doubt see them stretched out on the scented hay, their faces in shadow and their eyes closed in sleep.

Before saying good-bye to Dupré, who has so kindly taken us with him for a visit to his country of France, and shown us his friends, the peasants, at work in the meadows of the farm lands, let us look again at his painting, the "Haymaker's Rest." What do we know about the man and woman in the picture? Where do they live? Where do they work? What were they doing just before Dupré pictured them? Where have they been at work? What are the meadow lands? What is the grass used for? How is the grass made into hay? The pictured man and woman are haymakers; what have they been doing to make hay? The peasants are at rest in the picture. Why must they rest? How are they resting? Where are they resting? How long will they be at rest? Why did Dupré wish us to know his friends? Why has Dupré told us a story of France and not of America? Why did we visit his country? Do the farmers in our country make hay? Will you go to the hay fields near where you live? Can you tell a picture story of haymaking that you have seen? All these questioning thoughts will be brought to the minds of the children thru the reading of Dupré's painting of "Haymaker's Rest."

Of the artist, Julien Dupré, there is very little known with reference to his life, his study and his success as a painter. We have learned that he is a painter of rustic scenes, interpreting the farm life of peasants and was a lover of animal portrayal. No artist has told the story of country farm life at haying time in a more interesting and truthful translation than has Dupré, the painter of genre subjects out of doors. A series of these paintings relate to the work in the hay meadows, picturing the following interests: "The Haymakers," depicting the men

with heavy, glistening scythes, mowing the grass; "Tossing the Hay" and "The Hay Harvest," in which a man and woman are seen carrying the dried hay on an improvised rack formed by the handles of their pitchforks. In this way the hay is carried from one small stack to another, forming at last one that is larger, in readiness for the hay cart. "Haying Time" pictures the loading of the cart with the new made hay. "The Balloon" presents the low meadow land in the midst of the rising hills, and tells us of the men and women, old and young, and of the children who have been at work in the haying field, but who have their interest centered for the moment on the balloon high above them in the bright, blue sky. The painting of the "Haymaker's Rest" clearly portrays the wide stretch of level land that has been planted in grass, and shows also the amount of work accomplished in the field between the hours of early dawn and noontime. Julien Dupré, the artist, lived between the years 1851 and 1910.

The children's questioning minds, with their unexpressed thoughts of—"Where will we go in picture land, and what are we going to see?" have formed the underlying thought in the picture appreciation article for June. The thoughts in the article have been presented in the form of questions in correlation with stated facts which should transform, for the boy and girl of the grades, the pictured thoughts into expressions of life, to be understood and enjoyed by them. There are a number of interests presented in the reading of a picture story that offer thoughts for language lessons relative to a child's desire to know and to give expression to new thoughts and new experiences.

The picture title and the related facts recorded in the article are suggestive interests for supervised playtime. The expression in movement or story dancing might be developed as follows:

The sowing of the seed.

The growing of the seeds, or the awakening of the seeds into life, and the full growth and blossoming of the grasses, their heads raised toward the sun.

The dancing of the grasses in the breeze.

The mowing of the grasses.

The raking of the cut grass.

The tossing of the drying grass.

The garnering of the hay.

### BIRD STUDIES

(Continued from page 126)

where many came three times a day for their meals. Children and dogs romped about the place or sat on the bench under the tree, but the Kingbirds never seemed frightened.

If birds are undisturbed by their human neighbors they soon learn that no one means to harm them, and often become very tame. We all have seen many photographs of Chickadees, Bluebirds and other small birds that have become so tame that they would alight on the shoulders or hat of a man or woman who was kind to them.

#### The Kingbird's Crown

Hidden by the dark feathers on the top of its head is a bright orange-red spot. The Kingbird can open the feathers of its crown whenever it wishes to in such a way as to show this bright spot. It has been thought by some people that the Kingbird does this to deceive insects into thinking that they have discovered a flower where honey may be gathered. If true, this would be very nice for the Kingbird, and no doubt would help it very much in getting a living. Perhaps some member of a Junior Audubon Class, by watching one of these birds, will discover whether or not this supposition is true.

If one watches the Kingbird very long he will notice that most of its time seems to be occupied with hunting food. Birds have different ways of getting the necessary things to eat. Thus some wild ducks dabble in the mud; woodpeckers find food by searching crevices in the bark and wood of a tree; kingfishers dart into the

waters of lakes and rivers to capture small fish; and herons wade in shallow water and spear prey with their long bills. The Kingbird uses none of these methods. Standing on the topmost branch of some small tree, telegraph pole or barbed-wire fence, it will remain motionless except for frequently turning its head as it searches the air for passing insects. Suddenly it will dash out, sometimes a hundred feet or more, seize an insect, and then return to its perch.

#### Kingbirds and Bees

It is always well for us to know what our bird friends eat. Kingbirds eat flies of many kinds. They also eat mosquitoes, and, in fact, there is hardly an insect so unfortunate as to come within their reach that is not destroyed, for the sharp eye of the Kingbird is ever on the watch, and its strong bill seems never to tire of its work. I once knew a man who paid his boy two cents for every Kingbird he shot. This man raised bees, and he was perfectly sure that he often saw Kingbirds—which he, like many others, called Bee Martins—catch bees as they came across the garden to or from the beehives. So the boy shot the four Kingbirds that lived near his father's place, and then went around the neighborhood hunting for more Kingbirds, killing some as far as four miles from his home. One day, however, a naturalist connected with the United States Department of Agriculture in Washington made a careful study of the feeding habits of the Kingbird. He found that, in truth, it did eat bees, but that it appeared to eat only the drones!

We all know, of course, that there are two kinds of bees in a hive: one, the workers that gather the honey and take care of the young, and the other the drones who will not gather honey, will not hunt for pollen, and do not, in fact, assume any of the duties around the hive. Perhaps the reason it does not disturb the workers is that they have a sharp sting, while the drones have none.

#### Sharp Eyes

All day and all night during the warm months of the year many thousands of insects of various kinds are flying about thru the air. We do not notice them, but the Kingbird has a much sharper eye than man, and it has been proved that it can see a hundred feet away an insect that we would have difficulty in seeing at a distance of fifteen or twenty feet. After a heavy rain-storm very few insects are in the air—the wind and rain having killed many of them. So the hungry Kingbird, from its post, looks around in vain for something to eat. At such times you will find it on the ground searching for flies and small beetles that have fallen before the force of the wind and rain.

#### Distribution

The Kingbird is found in summer and breeds throughout the whole United States and southern Canada, and winters in Central America and southward to northern Brazil.

### THEMES FOR GRADUATION EXERCISES

(Continued from page 128)

be of most vital concern to every man, woman and child in this country now and for generations yet unborn.

Teachers' institutes and summer schools everywhere should relate to the work in geography and history the numerous topics suggested by the war, the armistice, the peace treaties with Germany and other nations, and the league of nations. A teacher cannot properly give instruction in American history without a fair knowledge of the new phases given to history by the light shed upon it from the burning issues evolving in these new times. An entire recitation period throughout the session of every institute and summer school might well be devoted to instruction bearing upon the numerous topics and issues suggested in the foregoing. A teacher should be an intelligent citizen, and he or she cannot be such and live in ignorance of the momentous facts and problems that now face the American people.



## What We Can Do For You?

We Manufacture and Import  
A FULL LINE OF

## SCIENTIFIC APPARATUS AND LABORATORY SUPPLIES

FOR SCIENTIFIC TEACHING  
IN  
SCHOOL AND COLLEGE LABORATORIES

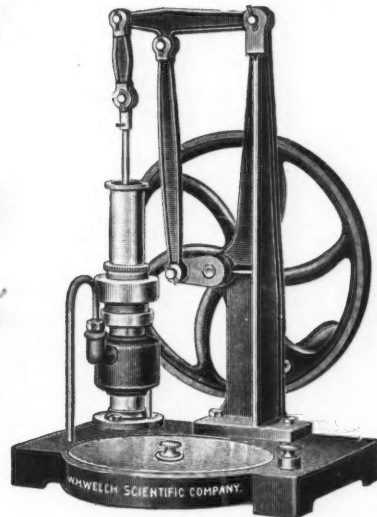
SEND YOUR ADDRESS AND FIND OUT.

### W. M. Welch Scientific Company

*Manufacturers, Importers and Exporters*

1516 Orleans Street

CHICAGO



GERYK AIR PUMP

show how they ought to be handled. Abnormal children are, however, the ones generally under consideration. Hence, I take it the system would be a help in the management of abnormals. Mechanical devices and fixed formulas are used to divert the child from its particular bent. A curing process is applied without his being aware of it. He is beguiled into the right path without the use of either command or advice.

The worst thing about the system is that it is untrue. It takes from the parent the right of command, except in rarest circumstances, and relieves the child of the duty of obedience. In other words, it provides for a situation that unfortunately has assumed alarming proportions in this land, a situation in which parental authority is reduced to a minimum, if not actually destroyed.

It also tends to train children without developing in them a sense of duty, and without making them acquainted with the meaning of obligation. Its highest aim is to make righteous conduct pleasant, indeed, so pleasant that the child follows it my preference. Such a training may make young children very nice, but it hardly prepares them for the battle of life. If pleasure be the goal, and liking the rule, where will the necessary anchor be when the storms begin to blow?

I have already said that the system is not natural, and therefore must prove a failure. The very definite guidance it would apply to a child of two years would, in all probability, develop a dangerous precociousness. One of the evils of the day is too early development, which prevents minds from attaining their due heights. Judgment must march hand in hand with attainment. Early maturity implies stunted growth. The old adage "soon ripe, soon rotten," holds in all creation.

Another objection is that the child is not asked to conquer itself. It is led along a path of pleasure by a method that insures its doing the right thing while following its own bent. Even if this were possible, which it hardly is, the method would still be dangerous. For it would mean the atrophy of the power of resolving and of carrying out one's resolutions. The child that is not asked to do hard things will grow up a weakling. I wonder how a boy brought up under the system would behave in a base-ball game.

Another obvious objection already mentioned to the method is that it destroys parental authority and leaves the parent no resource beyond the schemes which a

study of the child's oddities might suggest. The old system of wisely exercised authority has rendered great service to the human family, and has given the world great men and great women. It is our duty to restore this.

So far as I have been able to judge the "new method" does not allow the Great Creator to interfere in child-training. The wonderful and inspiring feeling of awe which enters the young mind as it is told of God is not regarded as a useful agency in the method, so far as I can learn from the prospectus.

I take it, then, that the new system is one adapted to an age in which God is ignored, parent authority too often flouted, and human responsibility hardly taught. It will likely prove a boon to parents who have one child that, through petting, if not by actual inheritance, is strange and unmanageable. If the system can do this it will, of course, serve a very useful purpose. But I do not think the average parent of average children needs it. Four, five or six children in a family, will, under normal conditions, aid very much in bringing one another up. Contact with other children who have their own way of rebuking the stubborn and the rebellious is an agency of first importance. The one child, often delicate, and always petted, should be given a trial of the new method; especially if its parents be of a modern type, which does not believe in God, and scarcely recognizes the freedom of the will. But let healthy families apply the old principles which will be found adequate.

#### Announcement.

Prof. F. J. Washichek, of the Academic Dept. of McGill Institute, Mobile, Ala., whose pedagogical articles are appearing in the Catholic School Journal, announces that he is open to engagement for Catholic Summer School or Institute work from June to September.

For a number of years Dr. Washichek taught in Illinois Public Schools and for the past thirteen years has been at the head of the Academic Dept. of McGill Institute. He has also had considerable experience in Public and Catholic School Institute work on Pedagogy, Methods of Teaching and School Management.

Diocesan School Boards and Religious Communities desiring professional training for their teachers during the summer may communicate with him at 8 Chamberlain Ave., Mobile, Ala.

## 1919 SUMMER INSTITUTES.

**University of Chicago.**  
Owing to the large attendance of teachers at the University of Chicago during the Summer Quarter, more than one hundred courses for teachers, principals, and superintendents are offered for the coming summer.

**Summer Courses in Pitman Shorthand.**  
The following institutions are offering in their summer sessions courses in Isaac Pitman shorthand, which include Elementary and Advanced shorthand, also special courses in methods of teaching this subject: Columbia University, New York University, College of the City of New York, Hunter College, Adelphi College (Brooklyn), and the State University of New Jersey, New Brunswick, N. J.

**Notre Dame University.**  
The remarkable success attending the first session of the University of Notre Dame summer school in 1918 has led to an increase in the faculty and to an extension in the course of instruction for the 1919 school period. Among the other features special facilities will be offered to teachers to pursue advanced work and all the equipment of the university will be accessible to them. The faculty for the summer session at present announcement numbers 73 members.

**College of St. Teresa, Winona, Minn.**  
A diocesan summer school will be held at the College of St. Teresa, Winona, Minn., and an annual teachers' institute conducted June 30-August 15. This educational work aims to bring about a high grade of professional qualification on the part of the teachers who are all required to hold their professional certificates for teaching in the diocese. The work is also planned to further the Catholic Free High School Movement, as it is the object of the Right Reverend Bishop to open first grade high schools wherever it is possible to do so.

From the points of equipment, prestige and solid work Saint Teresa's is easily first among the Catholic Colleges for Women in the country.

**Colorado Teachers' School.**  
The summer school for the teaching Sisters of Colorado, conducted under the auspices of the Rt. Rev. J. Henry Tihen, D.D., Bishop of Denver, will open in the Cathedral school on July 21 for a period of five weeks. It is now certain that the faculty will be secured from the State Teachers' College at Greeley. The school is to be considered as an extension class of the State Teachers' College and the regular curriculum of that institution is to be followed, as much as possible being accomplished this summer. When the nuns have completed the course, they will be awarded certificates by the State of Colorado, allowing them to teach permanently in the public schools of the commonwealth. While these papers will never be used, nevertheless they will stand as proof of the efficiency of the Catholic Sisters as instructors.

**Marquette University.**  
Marquette University summer session of 1919 will include courses in Pedagogy designed to be of special value to teachers or those who wish to teach.

The usual classes in Philosophy, English, History, Sciences, Mathematics and Languages will be conducted. Although most of the work given may be counted toward a degree, a limited number of courses preparing for college entrance will be offered. Classes in subjects offered to fill entrance requirements, other than those scheduled, will be formed if there is sufficient number of applicants.

There will be special courses in Biology and Sciences designed to meet the needs of those students who wish to enter medical colleges. Opportunity will be given students who have been in the service to complete work.

The Marquette Medical School will conduct a Laboratory Technician's course for women only, for eight weeks, June 16th to August 9th, inclusive. Courses in Pathology, X-Ray, Dietetics, Chemistry of Blood and Wassermann Test, and Hospital Records will be given.

Summer classes will also be given by the Marquette Conservatory of Music. Full courses in Music, Dramatic Art, and special courses for teachers of Public School Music will be included.

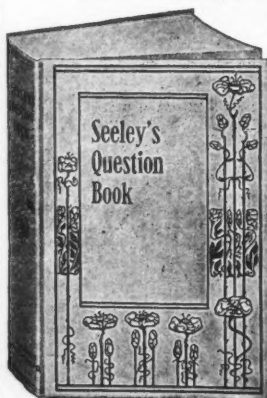
**Dubuque College Session.**

Dubuque College will conduct a summer school for the training of teachers June 23-August 30. As approved by State Superintendent A. M., Deyoe

# A Book Every Teacher Should Have

*Invaluable for Class and Personal Reviews  
and in Preparing for Teachers' Examinations*

## Seeley's Question Book



Prepared Especially for Teachers, by **DR. LEVI SEELEY**, Professor of Pedagogy, in the New Jersey State Normal School, Trenton, N. J., whose name is familiar to teachers generally as the author of "History of Education," "Foundations of Education," "A New School Management," etc., assisted by Miss Nellie G. Petticrew, a teacher of many years' successful experience in the Piqua, Ohio, Schools.

The title "Question Book" is in use on several publications. They are a class of books of which teachers are continually in need, and the demand is large and constant. There is a difference, however, in the books themselves. "Seeley's" was produced in answer to a distinct demand for something new, fresh and complete. It was prepared on strictly pedagogical lines by the well-known educational writers named above, and the large sale and countless commendations which it has enjoyed since its publication justify the conclusion that such a New and Modern Question Book would be welcomed by the great body of progressive teachers.

Seeley's Question Book Thoroughly Covers the Following Topics: English and American Literature, Reading, Grammar, Orthography, Arithmetic, Drawing, Algebra, Physiology and Hygiene, Geography, U. S. History, Civil Government, Writing, School Management, Methods of Teaching, Nature Study, Lessons on Manners and Morals, Suggestions for the Study of Events.

The Above Topics Are Treated. **¶ FIRST.** By introductory articles by Professor Seeley, exhaustively treating methods of studying and teaching the various subjects. This invaluable feature is found in no other Question Book and stamps Seeley's as being the only Pedagogical Question Book published. **¶ SECOND.** By Questions covering every conceivable phase of each subject. **¶ THIRD.** By exhaustive answers to all these questions.

Seeley's Question Book should be in the hands of every progressive teacher. It is invaluable for class and personal reviews, preparing for examination, etc.

**456 pages, printed on a fine grade of laid paper and neatly and substantially bound in silk cloth. Price \$1.00**

**THE CATHOLIC SCHOOL JOURNAL, 445 Milwaukee St., Milwaukee, Wis.**



## Ideal Route for Tourists

ON LAKE MICHIGAN AND GREEN BAY

### Goodrich Transit Co's

**S. S. INDIANA**

Milwaukee to Chicago—Tuesday, Thursday, Saturday, 6 P. M.

**S. S. COLUMBUS**

Daylight Excursion 4:30 P. M. (June 26 to September 1)

**\$1.08 One Way**

**\$2.00 Round Trip (War Tax Included)**

### DELIGHTFUL WEEK END TRIP to the Green Bay Country

June 27 to August 29

**S. S. ARIZONA**

MILWAUKEE TO ESCANABA AND RETURN

**\$21.00, Meals and Berths Included**

ALSO SERVICE TO EAST SHORE GREEN BAY PORTS

### FOR INFORMATION AND FOLDERS

Address: **W. P. O'CONNOR**, General Agent, Milwaukee, Wis.

classes will be held six days each week, thus shortening the session to ten weeks but giving credit for twelve weeks of normal work required by the Department of Public Instruction. The courses offered will give those who wish to teach in 1919 the training to qualify for examination for uniform county certificates, and will also give practicing teachers an opportunity to prepare for examination to raise their grades or to secure higher grade certificates. Attendance at either the first or second half of the session will be accepted for the three points on salary for persons entitled under the statute to such credit.

The College will also conduct a six weeks' summer session, which will afford an opportunity to Sisters and others who wish to take advantage of the summer vacation to prepare themselves for more efficient work. The courses offered will be in college subjects and will count towards a degree.

## Our Lady of Mercy Academy

CONDUCTED BY SISTERS OF MERCY  
Boarding and Day School for Girls

ACADEMIC COURSE, prepares for University or Normal entrance.

COMMERCIAL COURSE of three years.  
GRAMMAR AND PRIMARY Departments.  
ELOCUTION, MUSIC AND ART.

Accredited to Wisconsin University and Marquette University.

Address all communications to

### MOTHER SUPERIOR

705 National Ave., Milwaukee, Wis.

THE ENGLISH CLASSICS IN OUR HIGH SCHOOLS

By Brother L. Francis, F. S. C.,  
Christian Brothers' College, St. Joseph, Mo.



BRO. L. FRANCIS, F. S. C.

An intelligent knowledge of at least the English Classics has become so important a factor in the life and education of our people, that the common man even should be familiar with them to some extent. All that can be expected of him, however, is a knowledge of the leading authors, their principal works, the chief characters appearing in the latter, and a just appreciation of the plot. No more can be gleaned from a four-year high school course. The knowledge thus acquired should be enlarged upon by a continuance of such reading

after the students have been absolved from school attendance. They should then endeavor to obtain necessary explanations from competent sources.

In school, the study of the classics should be pursued with the most assiduous attention. No allusion of what nature or character soever, whether allegorical, historical, mythological, antiquarian, should be allowed to slip by unobserved; all should be fully explained and made so clear to the students that not a shadow of doubt or uncertainty remain in their minds concerning them.

It may not be amiss here to take note of an objection often raised by unthinking people, viz., that it is useless and may be hurtful to propagate among the students information having no foundation in fact, such as the legends of the gods of Greece, Rome, and other realms. Nothing could be more erroneous. The objection is ill-founded and mischievous, and can originate only in an ill-instructed and wholly untrained mind. The study and knowledge of Grecian and Roman mythology more specially are not useless. On the contrary, this knowledge is essentially necessary to a thorough understanding of the life and character of the people and of the social and political status of the commonwealth. Without such knowledge the motives actuating a people in the entire scope of their private and public life can not be clearly understood, if they can be understood at all. As to the claim that the propagation of such knowledge may be hurtful, it is difficult, if not impossible to follow the line of thought of the individual who can raise such a meaningless objection. A brief reflection will make this clear. With respect to the youth at school, it is the province of the teacher to have at heart, above all things, the welfare of the pupils and to make it a capital duty to guide them with consummate skill so as to preserve them from all harm, physical, intellectual, and moral. No danger is to be apprehended from that source, provided the teacher is apt and skillful. As to older people, to whom the reading of the classics is said to be injurious, they are truly to be pitied. If they can be injured in this manner, they should be counselled to abstain from all reading, for such wholly irresponsible minds will find evil, where even the most acute theologian could discover none. The fault lies within themselves, not in the classics. Their own inherent weakness of intellect, their lack of moral vigor, the absence of the stamina characterizing the man, are the obstacles that prevent them from perceiving the good where it is to be found and even causing them to turn the good into evil. But their lack of manliness and their many foibles can not be allowed to halt the onward march of knowledge and education. Much worse than anything found in the classics is frequently met with in the daily press. These objectors with ravenous avidity devour the filth so frequently found in certain publications and find no fault. They are either hypocrites or weaklings. If they be guilty of "straining at a gnat and swallowing a camel" they must be classed in the former category; if they be serious in what they aver, they are so pitifully weak both intellectually and morally as to be wholly irresponsible.

But to return from our digression. There is an impression among many students and, unhappily, among some teachers, that the period devoted to classics is a sort of

(Continued on Page 144)

Public School Methods New Edition

Made by the Nation's Greatest Educators  
and Best Known Teaching Authorities.

This is the only complete professional help that has ever been prepared for the exclusive use of teachers. Daily, weekly and monthly lesson plans, together with methods, plans, devices and material, are furnished for every grade from the Kindergarten to and including the eighth. Every live, progressive, wide-awake teacher or supervisor will want to have access to this indispensable work. Father E. J. Vattmann, Major and Chaplain U. S. Army, says, "What the Bible is to the theologian or Blackstone to the lawyer, PUBLIC SCHOOL METHODS should be to the teacher."

See page 427, February issue of this Journal.

Write Today for Free Brochure

On request, we will be glad to send our 36-page brochure, containing specimen lessons, type studies and beautiful color plates from the work itself.

SCHOOL METHODS COMPANY, Inc.

104 South Michigan Ave., Chicago.

Popel-Giller Co.

Proprietors Warsaw, Illinois Founded 1861

"Rose Brand" Altar Wines

Growers, Importers and Wholesale  
Wine Merchants

DRY ALTAR WINES

CONCORD (Somewhat dry — tenderly sour)  
SAUTERNE (Tenderly sour)  
DELAWARE (Sour, like Burgundy)  
CATAWBA (Sourly)  
ELVIRA (Very light and sourly)  
REISLING (Sourly, not so tart as Catawba)  
RHINE WINE (Sourly, imported from Germany)

SWEET ALTAR WINES

CHATEAU LA ROSE (Not tart, a trifle sweet)  
GOLDEN CHASSELAS (Sweet tinge)  
CHABLIS SUPERIOR (Acme of perfection)  
CHATEAU YQUEM (Banquet Wine)  
FONTAINEBLEAU (Sweet)  
VINUM ALTARIS (Imported from Spain, trifle sweet)

Recommendations on request.

Kindly ask for Price List.



# 300 Books at 6 Cents Each

## THE INSTRUCTOR LITERATURE SERIES

### OF SUPPLEMENTARY READERS AND CLASSICS FOR ALL GRADES

The Instructor Literature Series provides good reading in convenient and inexpensive form, for all grades in the school. It is made to fit the school course, and become part of the equipment of the school. It contains, in addition to many standard and accepted Classics, a large number of books specially prepared for school use. This is the most extended list of this class of books published, and is being strengthened by the addition of new titles each year. Each book has 32 or more pages; well printed, with strong attractive covers. They include **Fables and Myths, Nature, Biography, History, Geography, Industries and Literature.** The grading is necessarily elastic and many of the titles are equally as well suited to the grade above and below as to the one to which they are assigned. This is particularly true of the titles in the second, third and fourth grades, and those in the fifth and higher grades are, for the most part, equally suited to pupils of any of the higher grades.

#### FIRST YEAR

##### Fables and Myths

- \*6 Fairy Stories of the Moon
- \*27 Eleven Fables from Aesop
- \*28 More Fables from Aesop
- \*29 Indian Myths
- \*140 Nursery Tales
- \*288 Primer from Fableland

##### Nature

- \*1 Little Plant People—Part I
- \*2 Little Plant People—Part II
- \*30 Story of a Sunbeam
- \*31 Kitty Mittens and Her Friends

##### History

- \*32 Patriotic Stories

##### Literature

- \*104 Mother Goose Reader
- \*228 First Term Primer
- \*230 Rhyme and Jingle Reader for Beginners
- \*245 Three Billy Goats Gruff, and Other Old Time Stories

#### SECOND YEAR

##### Fables and Myths

- \*33 The Brave Tin Soldier, and Other Stories from Andersen
- \*34 Stories from Grimm
- \*35 Little Red Riding Hood
- \*37 Jack and the Beanstalk
- \*38 Adventures of a Brownie

##### Nature and Industry

- \*3 Little Workers (Animal Stories)
- \*40 Little Wood Friends
- \*40 Wings and Stings
- \*41 Story of Wool
- \*42 Bird Stories from the Poets

##### History and Biography

- \*43 Story of the Mayflower
- \*45 Boyhood of Washington
- \*204 Boyhood of Lincoln

##### Literature

- \*72 Bow-Wow and Mew-Mew
- \*153 Stevenson's Child's Garden of Verses
- \*206 Picture Study Stories for Little Children
- \*220 Story of the Christ Child
- \*262 Four Little Cotton-Tails
- \*263 Four Little Cotton-Tails in Winter
- \*269 Four Little Cotton-Tails at Play
- \*270 Four Little Cotton-Tails in Vacation
- \*290 Fuzz in Japan—A Child-Life Reader
- \*300 Four Little Bushy Tails

#### THIRD YEAR

##### Fables and Myths

- \*46 Puss in Boots and Cinderella
- \*47 Greek Myths
- \*48 Nature Myths
- \*50 Reynard the Fox
- \*102 Thumbelina and Dream Stories
- \*146 Sleeping Beauty and Other Stories
- \*174 Sun Myths
- \*175 Norse Legends, I
- \*176 Norse Legends, II
- \*177 Legends of the Rhineland and other Rhine Legends
- \*289 The Snow Man, The Little Fir-Tree and Other Stories
- \*292 East of the Sun and West of the Moon, and Other Stories
- \*308 Story of Peter Rabbit

##### Nature and Industry

- \*49 Buds, Stems and Fruits
- \*51 Story of Flax
- \*52 Story of Glass
- \*53 Adventures of a Little Water Drop
- \*131 Aunt Martha's Corner Cupboard—Part I
- \*135 Little People of the Hills (Dry Air and Dry Soil Plants)
- \*137 Aunt Martha's Corner Cupboard—Part II
- \*138 Aunt Martha's Corner Cupboard—Part III
- \*203 Little Plant People of the Waterways

##### History and Biography

- \*4 Story of Washington
- \*7 Story of Longfellow
- \*21 Story of the Pilgrims
- \*44 Famous Early Americans
- \*54 Story of Columbus
- \*55 Story of Whittier—McCabe
- \*57 Story of Louisa M. Alcott
- \*58 Story of the Boston Tea Party
- \*60 Children of the Northland
- \*62 Children of South Land—I
- \*63 Children of South Land—II

- \*64 Child Life in the Colonies—I
- \*65 Child Life in the Colonies—II
- \*66 Child Life in the Colonies—III
- \*68 Stories of the Revolution—I
- \*69 Stories of the Revolution—II
- \*70 Stories of the Revolution—III
- \*132 Story of Franklin
- \*164 The Little Brown Baby and Other Babies
- \*165 Gemila, the Child of the Desert, and some of Her Sisters
- \*166 Louise on the Rhine and in Her New Home. (Nos. 164, 165, 166 are stories from "Seven Little Sisters.")
- \*167 Famous Artists—I

##### Literature

- \*35 Goody Two Shoes
- \*58 Selections from Alice and Phoebe Cary
- \*67 Story of Robinson Crusoe
- \*71 Selections from Hiawatha
- \*227 Our Animal Friends and How to Treat Them
- \*233 Poems Worth Knowing—I

#### FOURTH YEAR

##### Nature and Industry

- \*73 Story of Coal
- \*75 Story of Wheat
- \*77 Story of Cotton
- \*134 Conquests of Little Plant People
- \*136 Peeps into Bird Nooks—I
- \*181 Stories of the Stars
- \*205 Eyes and No Eyes and The Three Girls

##### History and Biography

- \*5 Story of Lincoln
- \*56 Indian Children Tales
- \*78 Stories of the Backwoods
- \*79 A Little New England Viking
- \*81 Story of De Soto
- \*82 Story of Daniel Boone
- \*83 Story of Printing
- \*84 Story of David Crockett
- \*85 Story of Patrick Henry
- \*86 American Inventors—I
- \*87 American Inventors—II
- \*88 American Naval Heroes
- \*89 Fremont and Kit Carson
- \*91 Story of Eugene Field
- \*178 Story of Lexington and Bunker Hill
- \*182 Story of Joan of Arc
- \*207 Famous Artists—II
- \*245 Famous Artists—I
- \*246 Makers of European History

##### Literature

- \*90 Fifteen Selections from Longfellow (Village Blacksmith, Children's Hour and Others)
- \*95 Japanese Myths and Legends
- \*103 Stories from the Old Testament
- \*111 Kingsley's Water Babies (Cond.)
- \*113 Little Lame Prince (Cond.)
- \*114 Tolmi of the Treestops
- \*172 Labu the Little Lake Dweller
- \*173 Tara of the Tents
- \*185 Star Before Christmas and Other Christmas Poems
- \*201 Alice's First Adventures in Wonderland
- \*202 Alice's Further Adventures in Wonderland
- \*256 Bolo the Cave Boy
- \*257 Kwasa the Cliff Dweller
- \*291 Voyage to Lilliput (Abridged)
- \*293 Hansel and Grettel, and Pretty Goldilocks
- \*304 Story-Lessons in Everyday Manners

#### FIFTH YEAR

##### Nature and Industry

- \*82 Animal Life in the Sea
- \*93 Story of Silk
- \*94 Story of Sugar
- \*96 What We Drink (Tea, Coffee and Cocoa)
- \*139 Peeps into Bird Nooks, II
- \*210 Snowdrops and Crocuses
- \*244 What Happened at the Zoo
- \*253 The Sky Family
- \*280 Making of the World
- \*281 Builders of the World
- \*283 Stories of Time

##### History and Biography

- \*16 Explorations of the Northwest
- \*40 Story of the Cabots
- \*97 Stories of the Norsemen
- \*98 Story of Nathan Hale
- \*99 Story of Jefferson
- \*100 Story of Bryant
- \*101 Story of Robert E. Lee
- \*105 Story of Canada
- \*106 Story of Mexico
- \*107 Story of Robert Louis Stevenson
- \*110 Story of Hawthorne

- \*112 Biographical Stories (Hawthorne)
- \*141 Story of Grant
- \*142 Story of Suez
- \*143 Story of McKinley
- \*157 Story of Dickens
- \*178 Story of the Flag
- \*183 Story of the First Crusade
- \*190 Story of Father Hennepin
- \*191 Story of La Salle
- \*217 Story of Florence Nightingale
- \*218 Story of Peter Cooper
- \*219 Little Stories of Discovery
- \*232 Story of Shakespeare
- \*235 Four Little Discoverers in Panama
- \*244 Stories from Grandfather's Chair
- \*287 Life in Colonial Days

##### Literature

- \*8 King of the Golden River
- \*9 The Golden Touch
- \*61 Story of Sindbad the Sailor
- \*62 Story of Verri
- \*113 Little Daffydownilly and Other Stories
- \*130 Story of Aladdin and Ali Baba
- \*133 A Dog of Flanders
- \*184 The Nurnberg Stove
- \*186 Heroes from King Arthur
- \*194 Whittier's Poems. Selected
- \*195 Jackanapes
- \*20 The Child of Urbino
- \*238 Heroes of Asgard—Selections
- \*212 Stories from Robin Hood
- \*234 Poems Worth Knowing—II
- \*250 At the Back of the North Wind
- \*255 Chinese Fables and Stories
- \*309 Moni the Goat Boy

#### SIXTH YEAR

##### Nature

- \*109 Gifts of the Forest (Rubber, Suckiana, Bees, etc.)
- \*249 Flowers, Birds and Trees of Illinois
- \*238 Story of Leather
- \*239 Story of Iron
- \*114 Great European Cities—I
- \*115 Great European Cities—II
- \*168 Great European Cities—III
- \*246 What I Saw in Japan
- \*247 The Chinese and Their Country
- \*285 Story of Panama and the Canal

##### Agricultural

- \*271 Simple Lessons in Animal Husbandry—Horses and Cattle
- \*272 Simple Lessons in Animal Husbandry—Sheep and Swine

##### History and Biography

- \*73 Four Great Musicians
- \*74 Four More Great Musicians
- \*116 Old English Heroes
- \*117 Later English Heroes
- \*118 Heroes of the Revolution
- \*163 Stories of Courage
- \*187 Lives of Webster and Clay
- \*188 Story of Napoleon
- \*189 Stories of Heroism
- \*197 Story of Lafayette
- \*198 Story of Roger Williams
- \*229 Lewis and Clark Expedition
- \*234 Story of William Tell
- \*253 Story of the Aeroplane
- \*266 Story of Belgium
- \*267 Story of Wacels
- \*286 Story of Slavery

##### Stories of the States

- \*508 Story of Florida
- \*509 Story of Georgia
- \*511 Story of Illinois
- \*512 Story of Indiana
- \*513 Story of Iowa
- \*515 Story of Kentucky
- \*520 Story of Michigan
- \*521 Story of Ohio
- \*523 Story of Missouri
- \*525 Story of Nebraska
- \*528 Story of New Jersey
- \*536 Story of Pennsylvania
- \*540 Story of Tennessee
- \*542 Story of Utah
- \*546 Story of West Virginia
- \*547 Story of Wisconsin

##### Literature

- \*10 The Snow Image
- \*11 Rip Van Winkle
- \*12 Legend of Sleepy Hollow
- \*22 Rab and His Friends
- \*24 Three Golden Apples
- \*25 The Miraculous Pitcher
- \*26 The Minotaur
- \*118 A Tale of the White Hills and Other Stories
- \*119 Bryant's Thanatopsis and Other Poems

- \*120 Ten Selections from Longfellow
- \*121 Selections from Holmes
- \*122 The Pied Piper of Hamelin and Other Poems
- \*161 The Great Carbuncle, Mr. Higginbotham's Catastrophe, Snowflakes
- \*162 The Pyramids
- \*211 The Golden Fleece
- \*222 Kingsley's Greek Heroes—Part I
- \*223 Kingsley's Greek Heroes—Part II
- \*224 The Story of Theseus
- \*225 Tennyson's Poems—Selected for Various Grades
- \*226 A Child's Dream of a Star
- \*229 Responsive Bible Readings
- \*238 The Pilgrim's Progress (Cond.)
- \*264 The Story of Don Quixote
- \*27 Thrift Stories
- \*284 Story of Little Nell
- \*286 The Gentle Boy

#### SEVENTH YEAR

##### Literature

- \*13 Courtship of Miles Standish
- \*14 Evangeline
- \*15 Snowbound
- \*20 The Great Stone Face, Rill from the Town Pump
- \*123 Selections from Wordsworth
- \*124 Selections from Shelley and Keats
- \*125 Selections from Merchant of Venice
- \*147 Story of King Arthur, as told by Tennyson
- \*149 Man Without a Country, The
- \*192 Story of Jean Valjean
- \*193 Selections from the Sketch Book
- \*196 The Gray Champion
- \*213 Poems of Thomas Moore
- \*214 Morris' Selections from the Sketch Book
- \*236 Lamb's Tales from Shakespeare
- \*291 The Oregon Trail (Condensed from Parkman)
- \*295 Poems Worth Knowing—III
- \*296 Lamb's Adventures of Ulysses, Part I
- \*299 Lamb's Adventures of Ulysses, Part II
- \*341 Story of the Iliad (Cond.)
- \*342 Story of the Aeneid (Cond.)
- \*251 Story of Language and Literature
- \*252 Battle of Waterloo
- \*254 Story of the Tallman
- \*259 Last of the Mohicans—Abridged
- \*260 Oliver Twist
- \*261 Selected Tales of a Wayside Inn
- \*266 Uncle Tom's Cabin (Condensed)
- \*297 Story of David Copperfield

##### Nature

- \*278 Mars and Its Mysteries
- \*279 The True Story of the Man in the Moon

#### EIGHTH YEAR

##### Literature

- \*17 Enoch Arden
- \*18 Vision of Sir Launfal
- \*19 Outter's Saturday Night
- \*23 The Deserted Village
- \*126 Rime of the Ancient Mariner
- \*127 Gray's Elegy and Other Poems
- \*128 Speeches of Lincoln
- \*129 Selections from Julius Caesar
- \*130 Selections from Henry VIII
- \*131 Selections from Macbeth
- \*142 Scott's Lady of the Lake—Canto I
- \*143 Building of the Ship and Other Poems
- \*149 Horatius, Irvy, The Armada
- \*150 Bunker Hill Address, and Selection from Adams and Jefferson's Oration
- \*151 The Gold Bug
- \*153 Prisoner of Chillon and Other Poems
- \*154 Scott's Lady of the Lake—Canto II
- \*155 Rhocus and Other Poems
- \*156 Edgar Allan Poe—Poems
- \*158 Washington's Farewell Address and Other Papers
- \*169 Abram Joseph Ryan—Poems
- \*170 Paul H. Hayne—Poems
- \*175 Life of Samuel Johnson
- \*221 Sir Roger de Coverley Papers
- \*236 Poems Worth Knowing—IV
- \*237 Lay of the Last Minstrel—Canto I
- \*276 Landing of the Pilgrims

NOTE: The titles followed by an asterisk (\*) have biographical sketch of author, with introduction or explanatory notes.

ORDER BY NUMBER. Price 6 Cents Each. Postage, 1 Cent per copy extra. Twelve or more copies sent PREPAID at 72c per dozen or \$6.00 per hundred.

DESMOND PUBLISHING CO., 505 COLBY-ABBOT BLDG., MILWAUKEE, WIS.

# TRAINING CATHOLIC WRITERS.

Rev. Edward F. Garesché, S.J.  
Editor of The Queen's Work.

## Some Instances in Point.



Rev. Edward F. Garesché

We have dwelt on the need of early encouragement for the development of writers. Here in the Catholic teacher will find the most fruitful field of effort towards the encouragement of authorship. Given a love of reading and a zeal for practice in writing then the next requisite for the budding author is the ambition, energy and perseverance to write for publication and to persist in having his writings appear in print. To get over that woeful gulf between writing and publishing is no light leap and no easy effort. Many a one who has the talent and

inclination to write either stops aghast at the thought of appearing in print or having tried to have his writings published finds it so embarrassing and arduous a proceeding that through shame or pride of diffidence or weariness or discouragement or any one of the many things that can hinder action, desists from trying to publish and then from writing at all.

Especially in the beginning, when a writer is quite unknown and has perhaps only partly developed his powers, discouragement is apt quite to paralyze his energies when he finds silence where he expected praise and sees his manuscripts flocking back to him like homing pigeons when he sends them out to impervious editors. Indeed not a few young people who could do fair work with their pens never try at all the breathless experiment of sending out their first fair manuscript. The world of print seems to them too dark and mysterious a country. They do not know the chartings and soundings of that troubled sea of authorship across which lies the undiscovered world of magazines and books. It scares them even to think of adventuring to submit a manuscript for publication and if they could take the high and daring resolve they would not know how to proceed to launch their contribution on its way.

But if in our classes of English all the machinery of authorship were explained, as it so easily might be, as a light on the making of literature, and if the pupils in the higher classes were made familiar with the details of publication and taught to look forward, the more capable ones, to some day trying their hands and their fortune by sending contributions themselves to Catholic papers and magazines and perhaps even writing a book, then when the time came to try they would have been fortified against bewilderment and discouragement. If besides they had caught from their teachers an enthusiasm for authorship and a great esteem for the business of writing they would be pretty sure at one time or another to try their hand at writing for publication. Then, even though they did not make a profession of authorship, they would find in contributing to Catholic magazines and papers a congenial avocation and the profitable occupation of spare and of leisure hours. To give them the desire to write for publication and encourage them to try, as well as to inform them about the proceeding of contributing to periodicals and of publishing books should be the business of their teachers before they have gone from the influences of school.

It will be helpful to the teacher and will serve to stir up a zeal and interest in the encouragement of young writers, to tell of the experiences of some men and women who have achieved success in writing and who can remember their first beginnings. Just today, by the way, there appears in the daily press an item concerning a well-known novelist just deceased. She died at the age of eighty-eight and had begun her career as a writer at the age of fifty. For the ensuing thirty-five years she had written an average of two novels a year—sixty-three books in all, and for fifteen consecutive years had supplied one periodical with a poem and a short story every week. One might think that this prolific person, who only began to venture into print after the midway of her mortal life, was late in receiving the en-

(Continued on Page 142)



# STEGER

*The most valuable piano in the world*

¶ The Steger piano is built with loving care by craftsmen whose ideals are expressed in its outward artistry and tone of unique beauty.

¶ Steger Pianos and Player Pianos are shipped to persons of responsibility. Write for Steger Style brochure and convenient terms. Steger dealers everywhere.

STEGER & SONS PIANO MFG. CO.

Founded by John V. Steger, 1879

STEGER BUILDING, CHICAGO

Factories at Steger, Illinois

## THE RIVERSIDE LITERATURE SERIES

290 volumes covering History, Nature Study, Essays, Mythology, etc., including over 3500 selections from the best prose and poetry of the world. Well edited, many of the volumes illustrated, and all inexpensive in price, this series is unsurpassed in the amount of fresh copyrighted material. Burroughs, Muir, Mills, and many later writers are included, as well as the "classics." The books are widely used in Catholic schools.

SEND FOR CATALOGUE

### Some Timely Books

**Americanization and Citizenship.** Lessons in Community and National Ideals for New Americans. By *Hanson Hart Webster*, 40 cents.

**The Little Book of the War.** Upper Grades. By *Eva March Tappan*. 60 cents.

**The Little Book of the Flag.** By *Eva March Tappan*. Grades. 44 cents.

**I Am An American.** By *Sara Cone Bryant*. A Textbook on Americanism. Grades V-VI. 60 cents.

ABOVE PRICES POSTPAID

**HOUGHTON, MIFFLIN & COMPANY**

BOSTON

NEW YORK

CHICAGO

**Study of South America Compulsory.**

Study of South American history will be made compulsory for all students of the College of Arts and Letters, Notre Dame University, beginning next September, according to announcement made recently by the Rev. Matthew Schumacher, prefect of studies. The subject is substituted for English history, a course in which, until lately, has been required of all Arts and Letters students at the university. Heretofore the course in South American history has been required only of students in foreign commerce. The wide interest in Latin America and the frequent misrepresentations of the Church there have determined this action of the faculty. Notre Dame is the first school in the country to take this step. The South American library, recently donated to the university by the Very Rev. J. A. Zahm, former provincial of the Congregation of the Holy Cross, is the most complete collection of its kind in the country.

**Urge Use of English in All Schools.**

How to make citizens of foreign born residents of the United States was discussed at the opening session of a four-day Americanization conference held on May 18, under the auspices of the Interior Department at Washington.

Use of English in all schools—public, private and parochial—was urged by P. P. Claxton, Commissioner of Education, who declared that without a knowledge of the language spoken in this country no person could become an American. Charles F. Towne of the Massachusetts Bureau of Education emphasized the importance of oral over written English to give the alien the ability to communicate with Americans directly, to exchange ideas and learn their customs. Mr. Towne said the ability to write English would follow naturally.

Two American inventions were described as helpful in turning immigrants into citizens. One was the phonograph, which W. A. Willson of New York said had taught many foreign born soldiers to sing American songs after hearing them on camp talking machines. The other was the stereopticon, said to have been used successfully to give needed objective work to beginners of English.

**Geography 60 Years Ago.**

Geography as a college study, since its first appearance in a university curriculum about half a century ago, is commented on by Prof. R. H. Whitbeck, of the University of Wisconsin, in an interesting way.

In 1860 Harvard and Princeton were the only American universities offering courses in geography. Cornell and the University of Wisconsin introduced the subject in 1868, and Yale followed in 1872. In 1900 only twelve American universities taught the subject, but by 1910 thirty-one universities were offering a variety of 142 courses.

With 704 students enrolled in geography, the University of Wisconsin led in 1910. With 1,069 enrolled in 1917, it led all others except the University of Pennsylvania. It now of-

fers seven courses in physical and economic geography, climatology and other phases of the subject.

**The School Problems of Russia.**

Pupils instead of teachers control the schools of Russia under the bolshevik regime, according to two Englishmen, one of them an experienced schoolmaster, who have just returned from Russia.

Boys and girls are herded indiscriminately and there is no discipline, says the Englishmen. In a Kolma school a youth of 18 was appointed commissioner of the institution and was in charge of all teachers. On one occasion he closed the school for a week as a protest against the action of the master, who had reprimanded a pupil. Should a master prove unpopular he is promptly ejected by his class.

**Unique Contest in New York State.**

John J. Regan, of Commercial High School, and a graduate of St. Anthony's School, Greenpoint, N. Y., won the fourth annual Eagle Current Events Bee held early in May.

Fifteen Brooklyn high schools were entered in the competition represented by two students each, and all the competitors, twenty-four boys and six girls, were on hand.

At the outset of the contest each competitor was given two small American flags, and when he missed the first time he surrendered one flag, and after a second failure the other flag, which put him out of the race. Mr. Regan retained his two flags to the end, indicating his superiority over all the others entered.

Many of the questions asked were on events which took place several years ago and which have not appeared in the newspapers recently, but young Regan was able to answer all of them. At the end he was given a tremendous ovation.

**1918 Enrollment High Sold.**

Old St. Mary's Seminary, Baltimore, the oldest Seminary for the training of secular priests in this country, broke all records during 1918 with an enrollment of 412, representing twenty-one different nationalities, and every part of the United States, as well as many foreign countries. Three thousand priests and members of the Hierarchy, trained by the Sulpician Fathers, have gone forth from St. Mary's.

**THE NEW NATIONAL ANTHEM.**

"America, My Country," as is now universally known, was first used on the floor was The Congressional Record. It was first sung by the National Editorial association. It has been given wider publicity by thousands of papers and periodicals, than any other literary and musical achievement of the world war. It has been placed in the schools of five states by their departments of public instruction and is used in thousands of schools, churches and lodges, and over seas. To preserve the dignity and sacredness of the hymn its use for dance music and in medley has been prohibited. Thousands of patriotic Americans of Congress on the day war was declared and the first publication to print the poem have proclaimed it as the New National Anthem.

Catholic institutions in many sections of the country, in Porto Rico and in other parts of the West Indies, have made splendid use of this anthem and say that it will be used universally among Americans on the island.

**"Teaching Successes"**

Teaching Sisters and Parochial School Superintendents are telling us that they find these books "teaching successes"—

**Our Country in Story**

The History of the United States for Catholic Schools  
Elson Primary School Series of Readers

Elson Grammar School Series of Readers

Elson Good English: A Series of Language and Grammar texts for the grades.

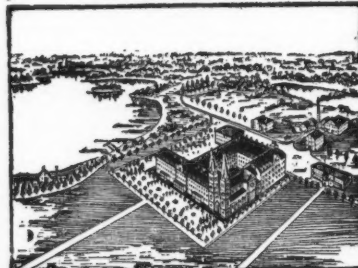
Write for detailed information regarding any of these books.

**SCOTT, FORESMAN  
& COMPANY**

623-33 So. Wabash Ave., Chicago

**St. John's University**

Collegeville, Minn.



Largest and best-equipped Catholic boarding college in the Northwest. Conducted by Benedictine Fathers, unrivalled location, 75 miles northwest of the Twin Cities. Splendid facilities for recreation and study. Terms: \$250 per annum. For catalog, etc., address

THE VERY REV. RECTOR.

**ACADEMY OF OUR LADY.**

Ninety-fifth and Throop Sts., Chicago, Ill.  
Boarding School for Young Ladies, conducted by the School Sisters of Notre Dame. Combining advantages of city and country. Commercial and high school. Courses together with Conservatory of Music and Art Studio. The Rock Island Railroad and various street car lines afford access to the Academy. Address

SUPERIORESS, ACADEMY OF OUR LADY.

**The TEACHERS EXCHANGE**

of BOSTON 120 BOYLSTON ST.

Recommends Teachers Discriminatingly

**PLAYS**

Speakers, Dialogues and Entertainments. Address Dept. F. Catalogue free. Ames Pub. Co., Clyde, Ohio.



# ASSIGNING LESSONS, THE FOURTH PART OF THE RECITATION.

F. J. WASHICHEK, A. B. LL. D.  
Academic Dept. McGill Institute, Mobile, Ala.  
(Eighteenth Article of the Series)



PROF. F. J. WASHICHEK

The fourth and last but not least part of the recitation is the assignment of lessons. This task is as difficult as it is important. In fact, it has been truthfully said that a good assignment is a fine test of one's teaching ability. Certainly the teacher who dismisses the class and the assignment with the general order: "Take the next five pages, topics or problems," is either very lazy or very ignorant of sound principles of teaching, or of both. Such an indefinite assignment is responsible for much of the aimless, unsatisfactory study and recitation. Not knowing what he should master, the pupil tries to study everything in the book and usually secures no definite results. On the other hand, **knowing what to study is a large part of learning**, since under correct assignment the learner is enabled to center his study on what is fundamental and essential and thus to master only what really makes for progress. Herein lies the truth of the statement that a lesson well assigned is a lesson half mastered.

That the correct assigning of a lesson is not an easy task is evident from the fact that in nearly every lesson there are certain difficulties to be overcome by immature minds unacquainted with the value of fundamentals and the ways and means of mastering them. These difficulties should be carefully weighed and viewed not from the teacher's, but from the pupil's capacity and point of view. The teacher should put himself in the learner's place and recall how difficult a given subject or lesson was for him when he first tackled it. Thus will the teacher be enabled not only to point out what is to be mastered, but also how it should be mastered. Thus, too, will he be more sympathetic, considerate and patient with his pupils' weaknesses and imperfections. This will tend to make the teacher not to expect too much of his pupils, a very common mistake, causing considerable impatience, worry and discouragement on the part of both teacher and pupils.

The individual capacities of the different pupils also render the assignment difficult. Consequently the teacher should make allowances for the capacity not only of the class, but also for every individual member of it and then strike an average of their abilities with reference to both the quantity and quality of the work assigned.

Another troublesome factor of lesson assigning is the amount of time which pupils have for study and recitation. Unless the teacher considers this well, he is likely to assign too much or too little work. Either is objectionable. The former overwhelms and discourages pupils while the latter invites them to loiter and misbehave. Remember, too, that many pupils must devote much of their time out of school to earning a living, while others have only to play and study. Here again we must follow the general average and make necessary allowances.

Finally, the time of the school term, the weather, the comfort of the school room and the general health of the pupils complicate and modify lesson assignments. Certainly, physically fit and comfortable pupils can do more and better work than delicate, defective ones. Certainly, too, their work will be more effective in fine, bracing weather than in the warm, debilitating variety.

Considering all these altering circumstances existing in practically every school it is evident that the teacher can not wisely assign lessons in a few, odd moments in his class room with its various demands and distractions. Only in the solitude of his daily preparation can he work out correct assignments. Hence lesson plans and assignments should claim a part of the teacher's daily preparation with which he should meet his classes. Should he find the unexpected, the poorly prepared lesson, he can adjust the planned assignment to existing circumstances.

"To assign lessons well the teacher should not only consider these difficulties, but also know the purposes of the assignment. Briefly stated they are: (1) to point

Continued on Page 143)



## With the Miessner Piano, The Lesson "Gets Over"

**YES**, the teacher can get it literally "over the top." For this wonderful little piano stands only three feet, seven inches high—the teacher can look right over it, and each pupil can watch the teacher's every movement and expression.

A Miessner Piano on each floor in a school building means piano accompaniments for every room, because the Miessner weighs only about half as much as the ordinary upright—two small boys can easily move it from room to room—two men can easily carry it up or down stairs.

## THE MIESSNER PIANO

"The Little Piano with the Big Tone"

The Miessner Piano is not merely a little piano—it is also a **better** piano. Teachers, supervisors and musicians who have heard it have been amazed at its volume and quality of tone, as big and resonant as that of a small sized Grand, and pure and sweet withal.

### COSTS HALF AS MUCH

Yet, with all of these advantages, the Miessner Piano sells for just about half what you would pay for an ordinary upright. You can buy two Miessners and furnish music for a whole building, for the price of one of the large, heavy Pianos. This is due to our "Factory-to-Schoolroom" plan of placing the Miessner in the schools of America.

Furthermore, we ship you your Miessner on ten days' approval. You can play on it and examine it to your heart's content, get your friends' opinion regarding it—before you pay a penny.

### MAIL THE COUPON FOR CATALOG.

Fill out and mail the coupon. You will not be obligated in any way, and you will be interested in learning all about our "Factory-to-Schoolroom" Plan of marketing this wonderful

little instrument, which is destined to play so important a part in music education in America.

**Jackson Piano Co.**

136 Reed St.,  
Milwaukee, Wisconsin  
Chicago Office: 418 Fine Arts Bldg.

JACKSON PIANO CO.,  
136 Reed Street, Milwaukee, Wis.  
Without any obligation on my part,  
please send me the Miessner Catalog and  
full information about your "Factory-to-  
Schoolroom" Plan.

Name.....  
School.....  
Position.....  
City..... State.....

## GLEAMINGS FROM THE PRESS.

The teachers who are inculcating in the minds and hearts of the young the principles of mercy, compassion, square dealing and justice are the genuine American humane educators. They are making the world safer by making its future citizens immune to all forms of narrow, selfish and destructive radicalism, just as healthy bodies are immune from the germs of disease.—Our Dumb Animals.

If Catholic children were forced to go to school under teachers opposed to their faith, or holding the views of many of the bigots in Florida, Georgia and some other States we might name, they would not be allowed, we might be sure, to attend church on holy days and every effort would be made to undermine their faith and to misrepresent their religion.—Catholic Herald.

Why doesn't some enterprising culturist open a school to prepare St. Louis teachers for promotion? A class in goose stepping would insure a high mark under the heading of "poise"; a class in singing would enable the possessors of high, low or falsetto voice acquire the sesame tones; and membership in an approved Sunday School would do service as a qualification in most of the other thirty-nine points of rating. Great is the scientific nonsense just now installed in the St. Louis schools.—Western Watchman.

Vacation is indeed too long. It sadly interferes with the child's studies and progress; is uncalled for by climatic conditions; brings extra work on public officers; adds to the dangers, moral, mental and corporal of the child and so instead of being a benefit is in reality a menace and an injury. We, too, attended school. In our time we had just one month, August, for vacation. This time was used as much for renovation of the school as it was intended for the scholar's vacation. And still, we had plenty of freedom and play, and apparently it did not curtail life. There are vacation schools and there are ways to obtain the desired benefit for the child in vacation; but an absolute cessation of all studies, all work, all control, must certainly act disastrously on any child.—Catholic Messenger.

## Plans for Promoting Education.

The presidents of eight Wisconsin colleges decided to begin a consolidated campaign during the first week of November for a \$5,000,000 building and endowment fund. The institutions concerned are Beloit college, Campion college, Prairie du Chien; Carroll college, Waukesha; Lawrence college, Appleton; Marquette university, Milwaukee; Ripon college, Milton college, Milton; Northland college, Ashland.

The consolidated drive of the eight Christian colleges will be along the lines of the united war work campaign. Wisconsin is the first state in the Union in which Christian colleges of various denominations are combining for the purpose of promoting Christian education and combating the undue materialistic influence that pre-

dominated the world war.

In the archdiocese of St. Louis there is a campaign on for a Catholic High School fund. The week of June 22, a drive for \$300,000 for a Catholic Community Center and Athletic building for boys between 14-20 will commence at Columbus, O. Boy Scouts of America will conduct a nation-wide membership canvas the week of June 8.

## Classical Education Advocated.

The objective of the American Classical League, which is being formed for the purpose of uniting the classical forces in the United States and to improve and extend classical education, was dilated upon by Dr. Andrew F. West, dean of Princeton University, in an address delivered in Atlanta before the fifteenth annual meeting of the Classical Association of the Middle West and South.

"At the present time there is danger that the so-called 'practical' studies, so valuable for immediate war purposes, and so much more valuable at all times when intelligently related to general education, will be considered by many as a sufficient education. Yet if there is any lesson clearly taught by the war, it is that the elaborate practical education of Germany, freely enlisted in the service of ruthless destruction and uncontrolled for humane ends, has become an intolerable danger. Such education, if controlled for human welfare, should be encouraged, and if subservient to inhuman ends must be suppressed, or civilization, being made the slave instead of the master of its mechanism, will be debased and destroyed by the powerful agency which was created to improve it.

"In the civilized liberal education, the classics have a necessary and not a merely traditional place. They are fundamental to our national language and to other important modern tongues. They are demonstrably an agency of the first value for training the young mind to clearness, exactness and thoroughness. They are of great help in preparing students to master all other studies, whether professional, technical, historical, literary, or artistic. Their literature is full of the noblest impulses and is admittedly the greatest of all foreign literatures. Their history is the key to all history, and it records the origins of our own civilized liberty, justice and democracy. To omit the classics would, therefore, be to destroy a main part of the foundation of our modern knowledge.

"The future of the classics as a separate study is of relatively minor importance. We care most for them because they are a vital factor in a large problem. Their importance lies in the fact that experience proves they are an essential element in the best liberal education of all countries in the Western civilized world. Therefore, to improve and extend our classical education, not as an isolated thing, but as part of the unified, fundamental program of modern knowledge, which also includes mathematics, natural science, philosophy, history and modern literature, is the object for which the American Classical League is being formed. These studies are our natural allies. We are fighting their fight as well as ours."

## School Adopts Militarism.

With the approval of Archbishop Dougherty, a unit of the Reserve Officers' Training Corps has been established at the West Philadelphia Catholic High School.

The purpose of this organization is not to make professional soldiers of the boys, but to educate them in military science tactics so that in some future emergency, when the Government with its selective service act will again call upon the manhood of the nation to defend the rights and honor of the land, there will be a sufficient force of trained officer material on hand to command the greatly expanded army organization.

## SIMPLIFY Teaching Problems

YOUR... Increase the effectiveness of your efforts and at the same time improve your position.

With a view to making these results possible for its teachers the State Department of Education of Minnesota retained Miss Theda Glidemeister to prepare a Course of Study and Manual for Teachers under her own copyright.

So successful was the effort that it has received the endorsement of the highest authorities in the Educational Field and it is pronounced as being unquestionably the most helpful hand-book ever prepared for teachers. You will particularly appreciate the unity and logical sequence of the text resulting from the individual authorship of one who has a sympathetic understanding of daily class room problems.

Miss Glidemeister is recognized internationally as one of the foremost writers and lecturers of Educational Methods and Topics—while her position in practical work especially qualifies her to contribute this help to the teaching profession. Whether you have long experience or are just now taking up teaching you will find The Minnesota Course of Study and Manual for Teachers an invaluable aid in making your work successful and appreciated.

We are confident that you will consider this the most valuable book that you have seen on this subject.

In attractive Cloth Cover, \$1.25  
In substantial Paper Cover, .75

JONES & KROEGER CO., Publishers  
Winona, Minn.

## MAGAZINES

A. Needlecraft, 12 months for 50 cents, stamps.

B. Little Folks, \$1.50 a year; Every Child's, \$1.50 a year; trial copy for three 3-cent stamps, of either magazine.

C. Star Needlework Journal, one year for 25 cent stamps.

JAMES SENIOR, Lamar, Missouri

## PLAYS for Schools, Sodalities, and Sunday Schools—by Clementia, Sister of Mercy.

- "Thy Kingdom Come or The Ninth Promise Fulfilled"—Sacred Heart play dealing with a conversion. For girls only... .50
- "Nancy"—Humorous play for nine large girls... .30
- "Young King Cole"—Humorous play for boys... .30
- "Frolic of the Bees and Butterflies"... .30
- "Sic Itur ad Astra"—For graduating exercises. A substitute for salutatory and valedictory (with slight changes may be used for jubilee celebrations and other occasions)... .75
- "A Wonderful Christmas Gift"—Chapter XI. of Uncle Frank's Mary, dramatized... .40
- "There Was No Room in the Inn"—Xmas play... .80

\*For girls and boys or girls only.

Descriptive circular mailed upon receipt of stamp. Six copies of any one play for price of five.

REMITTANCE MUST ACCOMPANY ORDER. (Stamps not accepted.) Plays sent postpaid.

NOT SENT ON APPROVAL. Address

CLEMENTIA, ST. PATRICK'S CONVENT  
OF MERCY

2303 Park Ave., Chicago, Ill.

## ORDER FOR YOUR SCHOOLS NOW

"America, My Country," the new national anthem, has been adopted officially by five states for their public schools. Churches, Sunday schools, lodges, community sings are thrilled by it. Octavo, 4-part harmony or unison, trio for ladies' voices; quartette for trained men's voices, 15c; 10 copies, \$1.00, or 100 copies, \$7.50. Sheet music, 30c; full orchestra or band, 25c. Address,

"America, My Country," Red Wing, Minnesota.



**TEACHERS' CONFERENCE HOUR**  
Topics of Interest and Importance

**Poor Writing Detrimental.** As an illustration of the prevalence of poor hand-writing in the business world, the following incident is significant.

The Milwaukee Athletic Club, one of the largest organizations in the west, with a membership of nearly twenty-five hundred representative business and professional men, recently adopted a rule that members be designated by numbers instead of by names. That is, when they dine or order any service, instead of signing their name the affix their number to the order slip.

This was the ruling of the house committee, after the discovery that the majority of the members did not sign their names legibly. The suggestion was carefully smoothed over by showing that it was not a new thing that great men should be poor writers.

**Almost Killed Father.** With his first year's graduate winning a Marymount Academy scholarship and his second year's graduate winning a St.

Francis Xavier's College scholarship out of a field of 293 competitors, a Brooklyn pastor with a new school recently had all the conceit taken out of him by a boy of ten. Waiting for a car one morning last month he met a Catholic boy, "Why aren't you at school this morning, my son?" he asked. The boy answered, "I go to the public school, fader, and we can only go there a half a day at a time, for the school is overcrowded." "Why don't you go to our own parochial school?" asked the proud pastor. The answer was a stunner. "Because me mudder sez they don't learn nuttin' in the Catholic schools." The blow almost killed father. And who can blame him?

**The Teacher's Influence.** It is amusing what things we remember from our own teachers: from one, an anecdote; from another, a scrap of information; from another, a point of view; from another, a conviction; and, sad to relate, from many, nothing. They talked to us, let their personalities play upon us, advised us, scolded, bored, cajoled. Undoubtedly, the sum of their influence went to make us different from what we should have been without it; yet often the last thing we remember about them is the facts they taught us. The one who made us work hardest may be the least remembered, and the one through whose classes we dozed and dreamed may be speaking to us clearly still.

**The Test for College Entrance.** The latest in the educational world is the Psychological Test for College Entrance. Such a departure from old time examinations is, to say the least, a startling innovation. The experiment is to be made at Columbia University, New York, and will be applied to all who enter that school next autumn. According to Professor Jones, who has charge of the department of admissions at Columbia, the applicant's health record, his character and promise of development, and his school record, will be embraced in this new test. The most radical departure will be the entire doing away with the old-style examinations that were given to establish the applicant's knowledge of the subjects required for admission to college. This will be covered by his school record, and the psychological tests will demonstrate whether he is qualified to continue his schooling.

**Popular With Parents.** Every child has a tongue. Every child who goes home talks. Every parent who meets another parent talks. The school is discussed. The teachers are picked to pieces. The different methods of different schools are discussed. One school is praised; another is criticised; one teacher is liked, another is disliked. It is to the interests of teachers to think twice before saying hasty words, which, carried home, do not make the teacher or the school popular. The child does best, and the school does best, where teachers and parents are in accord. Generally speaking, there is no reason why they should not be in accord. Parents like the teachers who take an interest in their children; it is only natural they should. The mischief is often done by a chance remark said in a pet. Teachers need be wary of remarks, which, taken home, can be misconstrued into antagonism.



EFFICIENT APPARATUS FOR THE GYMNASIUM



ALL STEEL APPARATUS FOR THE PLAYGROUND

**A.G. SPALDING & BROS. INC.**  
CHICOPEE  
MASS.



## TRAINING CATHOLIC WRITERS.

(Continued from Page 137)

couragement to write. But she declared herself that she had begun when she was six years of age by turning one of the psalms into verse. Getting a sound whipping for this youthful exploit she left off writing until a more encouraging atmosphere developed again her youthful aspirations.

To this extremely modern instance one might add a great many others from the experience of non-Catholic writers. But among Catholic authors of the present day one finds sufficient and convincing proof of the use and need of early encouragement. "Where did you get the first impulse to write poetry?" I inquired of a Catholic poet who has achieved distinction in this way of writing, when we were discussing this very matter of early influences. "First," he returned, "from a schoolmate who set me to writing charades in rhyme. But the professor I had at that time laughed at my efforts and advised me not to be wasting time at verse. Then I went to another school and there I found encouragement from my teacher, who started me on a career of verse-making."

Another prominent Catholic writer owed her first steps in authorship to her mother. This wise lady, who was possessed of great judgment and good sense, indicated to her daughters what career they would be likely to succeed in. "You, my dear," said she to this particular daughter, "will do well at writing. Prepare an essay and sent it to—" and she mentioned a prominent magazine. The advice was taken. The offered essay was accepted and printed, and from that time forward the writer in question has had plain sailing over prosperous seas. Without that impulse from her mother she might never have had courage to contemplate the profession of authorship.

So it is easy to conjecture that in the history of most men and women who write there is some critical point where they were helped over the Rubicon of diffidence and doubt as to their own powers by the kind encouragement and apt suggestion of some relative or friend. That these critical points come early in the career of many writers is without question. That the impulse is often received at school and from a loved and trusted teacher is also quite indisputable. It is true that some individuals mature more slowly than others and form their plans for life and their habits of action at a later period than during the days of school. But even these persons are powerfully if unconsciously affected by what they have heard and felt in the classroom. The seeds of their later activities may have been sown by the words or even the looks of one of their teachers and have lain dormant for many years in the faithful soil of memory until circumstances stirred the vital germ and sent the seed upward seeking light and growth.

One is apt to grow discouraged at the apparent apathy and lack of receptiveness of pupils to suggestions of this kind. Reiterated promptings seem to produce so little effect, and encouragement meets with such blank and incredulous surprise. "We become writers, we publish what we write?" That is in fact the first natural attitude of pupils when they are told of the powers and opportunities which they may possess for authorship in the future. It is difficult for most young folk to receive the right attitude towards writing for publication. They are inclined to look on literature as another world, remote as Mars, into which only the elect can enter, and they only after death and when they have been embalmed in annotated editions and buried in text books on literature. Unfortunately their previous training and the atmosphere of former classes in English may have tended to confirm them in this lugubrious persuasion. The rules of rhetoric may rise up accusingly before them when they essay to write a paragraph of personal experience, and the ghosts of anatomized and dessicated authors may gibber and threaten them when they contemplate a dash into original composition. How many pupils who have a lively imagination, a copious use of words in the chatter of everyday talk, ideas of their own and an obvious gift of humor and facility in telling any happening that has interested them, grow absolutely paralyzed when it comes to putting their thoughts down upon paper and are as awkward in writing as they are fluent in speech. Yet with encouragement and persuasion, administered in time, they might become facile writers and use the same gifts that make them entertaining chatterboxes to hold and interest larger audiences through the written word.

It is needful for the teacher to dwell on such consid-

erations as these because in the rush and routine of preparing classes, covering the matter assigned and getting ready for the ever-threatening tests and examinations, these finer and more subtle elements of teaching are sometimes overlooked and forgotten. They do not appear on any schedule of studies, they are not inquired for in any list of questions for examination. Their results are not even ascertainable by any practical test or measurable by any established standard. The enthusiasm for writing as an art, the ardent interest in authorship as a personal opportunity and as part of one's aspirations for after life, the enthusiasm for trying what one can do to interest, instruct and help one's fellows with the pen, above all the knowledge of the actual conditions of authorship, the openings for publication, the obstacles to be expected and taken cheerfully and as a matter of course by the beginning author, the fine perseverance and undeviating effort required for success,—these things, so necessary for persistence and achievement in the paths of letters, are beyond and above the level of tests, examinations and schedules of study.

Yet from the standpoint of the interests of the Church and of the culture of the individual student of talent these things are of utmost value and importance. Would you yourself rather have fallen in to the hands of a teacher of English who was letter perfect in parsing and analysis, could rattle off every rule of every rhetoric from the beginning, and knew orthography and etymology, syntax and prosody like the alphabet, but who could not inspire a noble enthusiasm for the living soul of literature and had no notion of the thrill of the written word and of the call of shadowy audiences, the fancied attentiveness and interest of the eager eyes of multitudes of reading men and women? Or would you choose to have been the pupil of a man or a woman who was sufficiently versed in the formalities of letters to give you a genteel knowledge of them, but whose enthusiasm and interest carried you far beyond the letter into the enchanted country of the spirit and set you dreaming with the great dreamers of old and planning with the living dreamers of today?

We should not have been long in choosing if such an alternative had been offered us. The life is more than the meat and the body more than the raiment. All the paraphernalia of study and exercise turned out by the tortured inventions of pedagogues from the beginning of schools are useful only so far as they help to that living appreciation and that vital training which is the last purpose of education. We must not indeed disparage the method and system which help discipline the mind and waken the imagination and develop progressively the powers of expression. But we must always keep in view that the result is greater than the way and the end better than the means, and that there are uncovenanted blessings, uncatalogued impartments, which comes much more from the teacher than the text book and are conferred upon the pupil not as a result of drill or recitation, but by the infectious thrill of personal enthusiasm and the contagious fervor of individual zeal.

In this latter way is stirred in the mind and heart of receptive pupils the first ardors of authorship. The visible talent of the boy or girl may as yet be small, the prospects of ever becoming an effective writer slim indeed. Even the child's own mother may be incredulous of any future in literary endeavor. But if the young heart is fired with some enthusiasm for writing for its own sake and for the power for good that it brings, and if the developing mind receives a trend toward original effort and a craving for self expression, no one can calculate what may be the final fruit. What is chiefly important is to call to the attention of the zealous and untiring men and women who are teaching English in our Catholic schools the need of attending to these early encouragements and incentives. Given many Catholic teachers who are prudent and zealous encouragers of the young generation and we shall have a great supply of Catholic writers from among their pupils.

Many teachers make it a point to send in their subscription renewal for the next school year before the end of June. This is a commendable practice, not only in the fact that it indicates a habit of getting things attended to in advance, but it also shows a helpful appreciation of the service rendered by *The Journal* month after month. Any who have not yet remitted for the school year now closing are urged to do so as soon as possible.

## Secure Any Available Issue of The Journal Now.

Subscribers failing to receive any monthly issue should make prompt request for another copy. Files of *The Journal* should be kept up and missing numbers applied for without undue delay.

# ASSIGNING LESSONS, THE FOURTH PART OF THE RECITATION.

(Continued from Page 139)

out the extent of the lesson; (2) to relate the old with the new subject-matter and to show the need of acquiring the new; (3) to clarify the advanced lesson and make it forceful in the pupils' minds; (4) to point out difficulties to be overcome and essentials to be learned; (5) to awaken interest and to motivate study.

These purposes make the assignment a reconnaissance of the battlefields and of the forces to be engaged in winning the educational battle to be waged. Its aim is not only to survey the theatre of operations, but also to train the pupil in study tactics, so that he may win the fight. To do this, of course, interest must be aroused and attention sharply centered upon a desirable objective, clear and definite, lest there be aimless, ineffective firing. As necessary equipment there are guiding outlines, maps, charts, and reference works which the teacher and the school should supply.

To accomplish the purposes of assigning care must be taken not to sacrifice the quality of the assignment for quantity. Too often the tendency is to measure the pupils' progress by the amount of subject-matter covered. Many teachers, patrons and pupils think that the more pages they "take," the more times they "go through the book," the more subjects they "finish," the more education they "get." This is undoubtedly an erroneous conception, due partly to the fact that the teacher is a slave to the text-book and partly to the overloading, overcrowding of school curricula. The former may be corrected by the teacher's daily careful preparation of the matter to be taught; the latter by better school-management. If the curriculum is over-loaded, leave out passing fads and fancies and teach only essentials. Even then we should not try to do too much in too short a time. One can not do anything well in a sweat-shop. This is particularly true of education which is a growth and as such requires time. In the end, pupils who are assigned only what they can prepare and recite well make more real progress than those who are forced and rushed through long, heavy courses, in which they touch only the most salient phases in a sleazy, snattering manner. To be a student of all subjects is to be master of none. There is much timely warning in the maxim: "Beware of the man of one book," for it is only reasonable to believe that he who concentrates his study upon a limited field of investigation will become a riper scholar than he who scatters his efforts over too wide an area. This is nothing more than a practical application of our modern theory of specialization. Hence the assignment motto should be: "Reasonably long lessons thoroughly mastered."

In following this motto, be it remembered that long or short are purely relative terms. What is long for one class may be short for another, or what is a lengthy assignment in one subject is a brief one in another. Consequently the length of the assignment should be the golden mean based upon the capacity of the class and the ease or difficulty of the subject-matter assigned so that the average pupil can by healthy application learn a given lesson within the allotted time.

Even more important than the quantity of the assignment is its quality. The first prerequisite of a wisely assigned lesson is the teacher's thorough knowledge of it. Knowing neither its content or difficulties the teacher can not make a soundly pedagogical assignment. Either he will overlook some important difficult phase of the lesson or will present it too feebly. In the one case he fails to show the pupil what to study; in the other how to study. Failing to do this he fails in discharging one of the teacher's highest functions. Nor will anything short of daily preparation enable the teacher to stress either the what or the how of study. Only daily preparation gives him that mental freshness and vigor necessary to point out the difficulties of a lesson and to show its connection with former lessons. Practically every lesson has certain basic facts, more difficult, more important than others. Upon these the pupils' attention should be strongly focused.

In addition or subtraction the all-important principle is that only like quantities can be added or subtracted. In analysis there is the reasoning from one to many and from many to one. In history there is its unity or continuity, that is, the tendency of mankind to repeat former human actions, running throughout all history as one of its most fundamental lessons. In translations of foreign

Seventh Revised Edition. Adopted by the New York Board of Education

# Style Book of Business English

Including Duties of a Private Secretary, Card Indexing and Record Filing.

"I have received a copy of 'Style Book of Business English' and wish to say that it impresses me as being a very valuable publication and one which should be very helpful to the schools in the matter of business correspondence."—*Edw. W. Stitt, District Superintendent of Schools, New York City.*

"Your 'Style Book of Business English' is the only text that I know of that contains completely and in lesson form all the points on business correspondence needed by students of stenography, bookkeeping and typewriting."—*Leo P. Callan, St. John's College, Brooklyn, N. Y.*

"I have just completed a review and comparison of a number of books dealing with business correspondence for secondary schools and I find not one of them equal to your 'Style Book of Business English' in respect to the amount of information given and the thorough follow-up devices to test the pupils' mastery of the various topics discussed. Other features, especially your treatment of Letters of Application, are entirely original and very suggestive. It seems to me just the book we need to train competent office assistants."—*Jos. B. Wadleigh, Teacher of English, Hackensack (N. J.) High School.*

"The 'Style Book of Business English' is a splendid book of its kind, and will prove a help to anyone who has to write a business letter. This work contains a good deal of information valuable to any person, for nearly every one has at some time or other to write on matters of business. The many model forms are carefully planned and well placed; the review questions are an excellent and stimulating feature; and the fund of general information on systems and methods is extremely valuable. I heartily and sincerely commend the book, believing it to be a real aid to the attainment of correct form in business correspondence."—*Prof. Arthur J. Weston, Stevens Institute of Technology, Hoboken, N. J.*

Cloth, gilt lettering, 272 pages, \$1.00.

Teachers' Examination Copy, postpaid, 70c.

Mention School.

# ISAAC PITMAN & SONS

2 West Forty-Fifth Street

NEW YORK

Publishers of "Isaac Pitman's Spanish Shorthand," \$1.50; "Isaac Pitman's French Shorthand," 50c.; "Isaac Pitman's German Shorthand," 60c.; "Isaac Pitman's Latin Shorthand," \$1.00.

language the all important task is the finding of the core of the sentence, its subject predicate and object. These bring out the central thought relations without which there can be no smooth, intelligible translation. And so one might suggest indefinitely, important, pivotal facts to which the teacher should draw the pupil's sharpest attention in order that he may grasp these fundamental truths most effectively and economically.

Furthermore, the assignment should be definite. It should be so clear, pointed and specific, that no pupil can truthfully say: "I did not know what or how you wanted us to study." Every one should know precisely what he is to learn. Thus will he start at the right point and proceeding with open eyes and active mind attain desirable educational ends. Having this, clear, definite objective in view the pupil naturally looks for it and is far more likely to find it, properly guided than unguided.

Having observed the difficulties, importance, purposes, quantity and quality of the assignment we have still to consider the **proper time of the assignment**. This depends largely upon the grade of the pupils. In the case of lower grade pupils untrained to study advantageously it is perhaps better to assign their lessons at the close of the recitation period. To this there is the objection that both teacher and pupils are then more or less exhausted and unable to grasp fully the purpose of the assignment. The same objection, however, may be advanced if the assignment precedes the recitation since some of the freshness and energy necessary for instruction is exhausted in making the assignment though in a somewhat lesser degree. Hence it seems best to assign lessons of the lower grade pupils at the end of the recitation.

In the case of advanced pupils it is better to assign lessons at the beginning of the period. Since the purpose of the assignment is not only to point out the extent of the lesson but also to train pupils how to study effectively and economically, the beginning of the recitation is the most opportune time. It then has the decided advantage of starting the pupil aright and keeping him aright until he has attained correct ends. Besides, teacher and pupils are mentally fresher, keener and more active at the beginning than at the close of the recitation period and are, therefore, more receptive to helpful suggestions, more ready to take advantage of anything that will place them on the vantage ground in mastering the new lesson. Finally, if the assignment is made at the beginning it is not so likely to be made so hurriedly, superficially and unprofitably for lack of time.

Here, of course, it may be objected that the teacher does not know whether to assign a new lesson or to reassign the old until he has tested the class. True, but this should not keep us from assigning lessons generally at a time when it can be most purposefully done. If the reassignment must be made, it should be made as soon as it is deemed necessary when it simply takes the place of the assignment.

#### THE ENGLISH CLASSICS IN OUR HIGH SCHOOLS.

(Continued from Page 135)

rest period, given over to amusement rather than to earnest effort; or, perhaps, that it is to be looked upon as a safety-valve to dispose of the pupils' surplus vivacity and animal spirits, in order to prepare a zone of quiet for the teacher's pet lesson immediately following, which latter, in all likelihood, can not even remotely be compared in importance with the classics. That such a view is most false is most manifestly evident and than which nothing could be more destructive of the spirit of earnestness that should characterize the mental attitude of both teacher and pupil in the pursuit of this difficult and yet most attractive study. The teacher must make sure of all the means at his command to counteract such a pernicious tendency. His own deportment must be sedate and grave, as it invariably should be, if he desires to accomplish any good whatever. The pupils' minds should be strongly impressed with the importance of the study and the teacher must unrelentingly insist upon a sustained effort at attention. Boisterous outbreaks of merriment must be rigidly suppressed. At such times the pupils become utterly distracted and it is difficult to regain the lost attitude of mind. Moreover, the late Archbishop J. L. Spalding informs us, that "Merriment is never far from being ridiculous."

In order to conduct such a lesson efficiently, the teacher

himself must be filled to overflowing with the love and the spirit of poetry; he must be a very storehouse of history and mythology, of Roman, Grecian, and other antiquities; he must have at his immediate command a host of other sources, from which to supply the information necessary to explain at length what is only briefly indicated in the classic; he must rouse in the hearts and minds of the pupils the love and the desire for classical lore and open to them the fountainhead, from which to draw the ineffable pleasure springing therefrom which is unknown to all who have not tasted thereof. The teacher who has not all these requirements can not rouse that spirit. If he be dependent upon sources outside of himself for all the information required, he becomes a mere automaton, a Victrola, which grinds out whatever tune is put onto it; it is mere canned music or, in our case, canned information, conducted from its storage place, the encyclopedia, through the intermediary channel, the teacher, to its destination, the pupils' mind. Alas! such students are truly to be pitied. Longing for fresh, first-hand, glowing representations and explanations of the difficulties before them from a live teacher, they must, forsooth, content themselves with such a makeshift. As an illustration, let us consider the two concluding passages of I, I, of Shakespeare's "Merchant of Venice." The teacher calls upon Johnnie to read the passage. Johnnie does so somewhat after the fashion of: On the Rocky Road to Dublin, the navigation is difficult; shoals and breakers on the bow and astern, astarboard and alarboard, and Johnnie is not an experienced helmsman; if the teacher is not, then all is lost. After reading, Johnnie heaves a sigh of relief and sits down casting an anxious glance at the teacher, fearing awkward questions. But this teacher is equally anxious and no fonder of awkward questions than is Johnnie. "Well read, Johnnie, my boy," he says, and hastily calls upon Jimmie to continue the reading. Not a word of explanation! And thus the lesson continues to the end of the period and teacher and pupils, like Johnnie, heave a sigh of relief that the agony is over. Now, there is not a line in these passages which does not call for painstaking explanations. The grammatical construction, rhetorical figures, the meaning of even the more ordinary English words must be made plain. Then names and terms such as Cato, Brutus, Portia, golden fleece, Colchos, Jason and others demand their rights. To make it at all intelligible to the pupils would require at the lowest possible estimate the entire period given to classics; to do full justice to it, twice that length of time would not be too much. But the teacher depicted above is not in a position to attempt what to him would be acrobatic feats; since he has no knowledge of such matters. To prepare this lesson in the manner demanded by justice to the pupils, would take far more time than he can afford to give to it; the day has but twenty-four hours. He has no store of knowledge and the encyclopedia must come to the rescue. But while the encyclopedia is indeed a very useful and very necessary aid for all yet if a teacher depend on it for all his information, then our schools are in a bad way indeed.

It is to be hoped most earnestly, that our teachers, one and all, without regard to sex, race, or creed, will make the most strenuous efforts to bring about a change in the present slovenly manner of teaching the classics, and to so influence the hearts and minds of their charges with an admiration and love of classical lore as to delight the hearts of the Muses.

#### Advocates Uniform Language for the United States.

Speaking in the upper house of the Ohio Legislature, Senator Robt. J. O'Brien of Cincinnati, declared that "American should be the language taught in the schools of this commonwealth and of the country at large," explaining his meaning in the following words:

"Some people may criticize me, and say there is no such language. But there is. It represents what everybody has loved from the time the world began down to the present day. It represents the greatest language among men—the language of liberty, backed up by truth and justice. America gives us language to have and to hold, a language of loyalty, a language all our own.

The surest method of arriving at a knowledge of God's eternal purposes about us is to be found in the right use of the present moment. Each hour comes with some little fagot of God's will fastened upon its back.—Faber.



STATE UNIVERSITY LIFE AND IDEALS.

By the Rev. H. C. Hengell, Rector, St. Paul's University Chapel, Madison, Wisconsin.



Rev. H. C. Hengell.

For a dozen years past, I have observed and studied university students and instructors. They are far more interesting than books. There are certain characteristics possessed by all, or by nearly all of them. There are also many characteristics by which they differ greatly from one another.

A common characteristic of university students is their disposition to be fair, decent and straightforward. Excepting the annual class rush or bag rush, students display a desire to be fair and square in their games and other contests. They possess generous impulses towards patriotism. They are inclined to help their fellows who are in trouble.

It is to be regretted that so few instructors or professors are able and willing to help students to cultivate these precious moral and spiritual instincts. There are professors who are lazy and monotonous. There are others who are merely clever and sensational. Too often professors are weak on the moral and religious ideals of their students by the pretensions of sensational science, false philosophy and fake sociology.

The really constructive professor is the one who builds up reverence for religion, love for others and manly self-control in his students. There are so few professors who appreciate this fact that students should seek supplementary moral and spiritual instruction and inspiration outside the university. By reading religious literature, by attending university chapels or churches, and by association with spiritually minded fellow students, students can do much to educate themselves into real men and women. They will develop their ethical instincts and supplement the efforts of the really worth while professors of the university.

From what I have written so far it must not be supposed that I place the chief blame for the failure of many students to acquire a real education upon their instructors and professors. Far from it. The good student will do better with poor professors than the poor student with good professors. The students themselves are after all the greatest difficulties as well as the greatest factors in the process of education.

About one-third of the students who attend the university are misfits. They are wasting their time. They try to avoid what they are supposed to get at the university; namely, an education. They're in for a good time. They enjoy so-called university life but not the life of a real student. Some of them manage to get good marks, and yet they miss the real thing, an education.

I have often been surprised at the evident lack of mental power and culture in some college and university students, even graduates. They have not the faintest honest interest in the thought world. They are incapable of concentration, of sustained mental effort for five minutes at a time. They are superficial and frivolous and many of them are filled with rebellious impulses against mental concentration, and they do not even regret it. Professors may offer such students what they need, but they accept only what they want. Usually they want credits, not knowledge. They prefer a degree to an inspiration for life.

To such students, a university degree means only a chance to make an easy living, to do some social climbing, to marry some one really or supposedly above their own social or financial level.

After all, however, I believe that the greater part of our state university students are earnest workers to whom the making of a life is more than the making of a living. They are as loyal to God as they are to country. They revere and practise religion as the necessary means to real culture, namely, self-culture. To them the heart of education is education of the heart. To them the soul of progress is progress of the soul. God grant that their tribe may grow great and strong.

HEALTH HINTS.

Exercise and the Out of Doors.

If the teacher would be healthy she should take varied daily exercise, preferably of the play type. It is well to cultivate a hobby that will take one much out of doors, such as nature study, long strolls, tennis, etc. It is necessary to guard against undertaking too many collateral duties, such as Sunday-School teaching, club-work, and the like. No opportunity should be lost to counteract the one-sided sedentary life the teacher must of necessity lead. As expressed in the advice of one counselor of health, "Every one who is engaged in a sedentary indoor occupation ought to spend at least two hours a day in the open air in some light but brisk and enjoyable form of exercise—not merely as an act of self-indulgence of his lower nature, but as a means of increasing his efficiency."

Vacation is for the teacher the most critical division of the year. Professional success depends in no small degree upon the use that is made of the opportunities then offered for renewal of physical energy and moral enthusiasm. No advice is possible that will fit the needs of everyone, but, generally speaking, a goodly fraction of the vacation should be spent in outdoor pursuits and a somewhat smaller portion in study, preferably of a not too strictly professional kind. The vacation is pre-eminently a time for striking a new balance in things mental and physical. The somewhat narrowing interests of the school-room should give place temporarily to other intellectual pursuits and to the vitalizing, humanizing influences of literature, history, art, and friendship. On the physical side, the well-spent summer vacation should rid the teacher's brain and muscles of the accumulated clinkers of a school-year, and if she belongs to the well-known variety *pedagogia anaemia* she should carry to her school-room in September at least a million more red corpuscles for each cubic centimeter of blood in her body than she could have boasted on the previous Commencement Day. Blood tests and other physical examinations are a recent and portentous addition to the methods of experimental pedagogy. Ignatieff has demonstrated that the week-long examination nearly always effects a loss of body weight. Mosso and others have proved that prolonged application to mental work reduces the depth of respiration to an astonishing degree. Graziani and Helwig have beautifully demonstrated that excessive devotion to mental work both reduces the percentage of haemoglobin and reinforces the "degenerative" processes in the red corpuscles. Blood tests in the open-air schools show in a striking way the reverse phenomenon, i. e., the increase in haemoglobin and number of blood corpuscles under the influence of open-air living, abundant exercise and diet, and shorter rations of mental work. There is no reason why a well-spent vacation should do less for the faded, wearied teacher than for the thirty-seven summer colony children studied by Dr. Borchmann, of Moscow. In this case the summer vacation produced for the boys a gain of 936,000 red corpuscles per cubic centimeter of blood and 6.1 per cent of haemoglobin; for the girls a gain of 720,000 red corpuscles and 8.7 per cent of haemoglobin.

Efficiency in Buying Equipment.

Among the parochial schools the system (if it may be called such) of purchasing the supplies and equipment is not, as a rule, as efficient as that obtaining in the public schools. Often times it is found that haphazard methods of ordering from concerns proves detrimental to both the school and to reputable dealers not patronized in the first place. Of course, the buyer for an institution must learn, but it seems unfair that reputable business houses deserving of their patronage and soliciting it through logical channels should receive only secondary consideration.

The publishers of The Journal take occasion to lay particular emphasis upon the policy of all Catholic schools giving at least a portion of their business in the supply line to those enterprising advertisers found in the columns of this publication. Care is exercised in presenting only reliable dealers and a certain degree of pride should be taken by religious teachers with the success of this undertaking. We confidently hope that our schools will consider these advertisers when the opportunity arises for purchasing supplies.

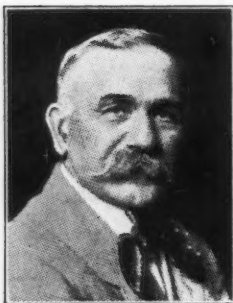
To better carry home the purpose of this article, we draw attention to the facilities afforded schools in the supply line by the Badger Brush Company of Milwaukee. Here is an Al house handling a very comprehensive line of supplies for schools. Their list is a long one and an important feature about their business is that manufacturers' prices are offered schools in the United States and Canada. Then again, this concern ships on approval and on comparatively short notice. (Refer to their ad in this issue.)

Information regarding any article or textbook not advertised in these columns may be had by writing to our Subscribers' Free Service Department, care The Catholic School Journal, Milwaukee, Wis.

## SOME SHAKESPEREAN HERESIES.

By THOMAS O'HAGAN,

M. A. Ph. D. Litt. D. (Laval), L. L. D. (Notre Dame).



Dr. Thomas O'Hagan

I suppose that next to the bible Shakespeare has been wrested most to a false understanding. Critics have read everything into his work. He is by turn Puritan, Agnostic, Fatalist, Catholic, Democrat, Aristocrat, Imperialist, Anglican and Atheist.

The truth is that Shakespeare represents humanity and the co-efficients of humanity are so many and varied that it would be difficult to satisfy the student or reader in their enumeration.

Let it be said at the outset that he who would study Shakespeare must study man—not man in the abstract but man in the concrete. For the life of man fills the universe. His deeds are the manuscripts of the earth; the passions of his soul, the dramatic tempests in which are shaped the tragedies of life. Genius is but the highest expression of nature and as a critic tells us he who would study arightly the genius of Shakespeare would do well to make a profound study of the nature of man.

We have many schools of Shakespearean criticism and not a few of them have done grievous wrong to the genius of the great bard of Avon. Some one has said that if you would know Shakespeare read his plays, if you would know what he is not read his critics.

I know of no school of Shakespearean criticism that notwithstanding its sincere earnestness and passionate probing has done more wrong to Shakespeare than the German school. Unfortunately the Teuton mind is always looking for literary pearls in the depth of the sea. This diving down deep and staying down long and then coming up dirty is not satisfactory to clear, intellectual thinking. This is, however, the very thing that German critics have done to Shakespeare. They have been searching for enigmas where there are no enigmas.

The play on which these German Shakespearean critics have lavished their most abstruse thinking is Hamlet. Gervinus and Ulrici and Schlegel and Goethe have pronounced critical verdicts on this, perhaps the greatest tragedy in all literature—they have offered us theories in abundance as to Hamlet's hesitancy to avenge the death of his father—they have psychologically with scalpel laid bare what they regard as the "inmost Hamlet." Yet, in my opinion, they have only darkened for us the so-called riddle of Hamlet.

By the way, the rankest and most unpardonable Shakespearean heresy ever held as regards the play of Hamlet is that which would make the "inky-cloaked Dane" absolutely insane—absolutely mad.

How any critic can reconcile this with the free will and free agency which is necessarily the basis of all modern drama we know not. Just fancy the protagonist of a Shakespearean drama insane and you will see at once how that under these conditions there cannot be free will and free agency.

In the Greek drama the catastrophe is from without and not from within, but the fatalism of passion in Shakespeare's drama resides in a free will to choose—to act and hence to avert or bring on the catastrophe. Further, it will be observed in the plays of Shakespeare that he never duplicates any one character. That is to say, if there be one character really insane, the other character is only feigning insanity. This is the case in King Lear and in Hamlet Ophelia is veritably insane, while Hamlet is only feigning madness:

"As I perchance hereafter shall think meet  
To put an antic disposition on."

Again, because Hamlet instead of sweeping to his revenge meditates and soliloquizes many Shakespearean critics, especially the German, conclude that his will is too weak to act. I regard this as an entirely false view and I am pleased to see that in this I am supported by the learned Jesuit Father Blackmore, whose excellent work, "The Riddle of Hamlet," published by the Stratford Company of Boston, should be read by every student of Shakespeare.

Had Hamlet slain at once his guilty uncle Claudius he would have drawn upon him the punishment of the State, besides cutting off forever all proof of the royal usurper's crime. The people of Denmark know nothing of the crime whose harrowing details have been unfolded to Hamlet through the ghostly lips of his murdered father.

Vengeance is certainly Hamlet's duty; but it is not assassination. His problem is not to devise means to slay the King—that is easy enough; it is to devise means to prove his guilt.

I think it also a mistake to attempt to read Shakespeare's politics or religion into his plays. Shakespeare's dramas are not purpose dramas. In my opinion Shakespeare held no brief for any party, either political or religious—he simply held a brief for the building up of a good, successful acting drama, in which life is presented objectively. He was too great a dramatist to make these plays and dramatic conceptions the vehicle and means of expressing and propagating his own views on religious, political or social questions. He is always loyal to truth and truth being Catholic he, as a great dramatist, deals always justly and sympathetically with the Catholic Church, its representatives and its doctrines. In this connection it would be well for the student to read Father Thurston's very judicious and very able article in the Catholic Encyclopedia on "The Religion of Shakespeare." The learned Jesuit's paper will surely prove a corrective of the pet theories advanced by those who hold a brief for their own dramatic delusions.

## A Tribute to Father Cavanaugh.

FATHER CAVANAUGH, Cowley's ideal found realization in the person of Father Cavanaugh, CSC, so long and so successfully president of Notre Dame University. A ready speaker, a capable writer, a good "mixer" and an efficient administrator, Father Cavanaugh is not less a lover of books and a mold of men. Now that he has retired from the cares and responsibilities of his arduous office, let us hope that his spirit will long survive in the splendid educational fabric in the rearing of which he has taken so large a share, and that his example will be an incentive to all our Catholic men and women whom obedience has intrusted with the direction of schools and academies and colleges. May their work be broad and deep like unto his! (Brother Leo, F. S. C.)

CATHOLIC MALE LAY TEACHERS' SOCIETY  
PREPARE FOR TWELFTH BIENNIAL.

Rev. Jos. F. Barbian, Pres.

With the memories of the Eleventh Biennial Convention of the Catholic Male Lay Teachers' Society (held at St. Francis, Wis., in July, 1918), still in mind, the Executive Board is making earnest preparations for the Twelfth Biennial meeting to be held in July, 1920. Efforts are being made to make this the banner convention of the Society.

The Eleventh Biennial Convention, though hampered by war conditions which caused a smaller attendance, made up in enthusiasm what it lacked in numbers. Splendid papers were read. The Rev. J. Kaster,

New London, Wis., Vice-President of the organization, was the life of the convention, and it was due to his untiring efforts that in spite of adverse conditions, a successful meeting was held.

The subject of the timely papers presented (copies of which are had on application) were:

"The Study of English," by Francis Yealy, S. J.

"The Development of Interest in the Pupil," with special reference to the seventh and eighth grades, by Brother Jerome, C. S. C.

"Teacher and Pastor," by Mr. J. J. Meyer.

The discussions following these papers were spirited and instructive to all present.

## Further the Interests of Teachers.

Religious teachers are requested to send The Journal copies of important papers delivered at their convent or diocesan institute this summer. One of the chief purposes of this magazine is to afford a medium of exchange of helpful ideas and co-operation is therefore in order.



**The  
First National  
Bank  
OF MILWAUKEE, WIS.**

× ×

**CAPITAL AND SURPLUS  
Four Million Dollars  
United States Depository**

× ×

**Commercial Banking Business  
Conducted in all its  
Branches**

**Money to Loan**

IN LARGE AMOUNTS AND AT  
LOWEST RATES, ON CATHO-  
LIC CHURCHES, HOSPITALS,  
SCHOOLS AND OTHER INSTI-  
TUTIONS. CORRESPONDENCE  
INVITED.

Mortgages on Catholic Church  
Properties for sale in any amount  
to net the investor from 5% to  
6% interest.

**B. J. CAVANAGH**

600 Fleming Bldg., Des Moines, Ia.

**MAKE MONEY DURING VACATION**

**THE PIONEER**



**CRUCIFIX**

is without doubt the best  
selling and most satis-  
factory canvassing article  
on the market to-day.

**Shines in the Dark**

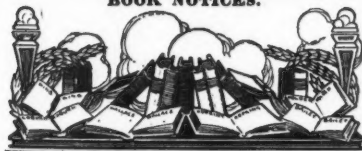
150% Profit on every sale!  
Wonderful enthusiasm fol-  
lows every demonstration. Every Crucifix guar-  
anteed satisfactory or money cheerfully refunded.  
1 for \$2.00, 3 for \$5.00; prepaid.

Wanted - Teachers and Students as agents.  
Write for best proposition ever made.

**Sole Manufacturers**

**THE PIONEER CORPORATION**  
1277 West 63rd Street CHICAGO, ILL.

**BOOK NOTICES.**



Joyce Kilmer; Poems, Essays and  
Letters; with a Memorial by Rob-  
ert Cortes Holliday, his Literary  
Executor. Two volumes, cloth;  
pages, Vol. I., 270; Vol. II., 290.  
Price, the set, \$5.00. George H.  
Doran Company, New York.

This collected memorial edition of  
Kilmer's writings is presented as a  
representative selection of his work in  
varied fields, including all of his  
poems which it is deemed advisable  
to preserve, among them five com-  
posed in France, and not heretofore  
published between covers, also a  
group of little known early poems  
and several not until now put into  
print. The letters are characteristi-  
cally charming and likely to hold a  
permanent place in literature. In  
correspondence with Rev. James J.  
Daly, S.J., the poet reveals the steps  
in his conversion to the Catholic faith.  
His letters from France are flashes  
from the shining facets of a chival-  
rous nature. The essays are rich in  
humor, with a deep sense of spiritual  
values and a happy literary touch.  
Each is a gem, and every one different  
from the others. Discoursing on "The  
Inefficient Library," the author points  
out that if people aimed chiefly at  
making household libraries efficient,  
"there would be no adventures among  
books possible in such libraries. In-  
deed, efficiency in the library would  
soon reduce it, if logically devel-  
oped, to a collection of anthologies  
and reference works, and possibly  
some such practical jokes as Presi-  
dent Eliot's Five Foot Shelf." The  
essayist reaches the conclusion that  
books are friends, and "a man does  
not deliberately select his friends;  
there must be a selection by them as  
well as by him. Unless he is apply-  
ing the principles of efficiency to  
friendship. And in that case he has  
no friends at all." In libraries into  
which such volumes as these of Kil-  
mer's find their way they are prized  
independently of utilitarian consid-  
erations, for the sheer delight arising  
from their perusal.

**The Palmer Method Spellers.** By  
Ida Coe, Pd.M., Assistant Princi-  
pal, and Charles Harper, D. D., In-  
structor, New York Public Schools.  
A series of spellers entirely in fac-  
simile Palmer Method Penmanship  
for all grades. In ten books, heavy  
paper covers, cloth-reinforced. A.  
N. Palmer Company, New York.

When the great French scientific  
investigator, Ribot, demonstrated his  
theory that the mechanism of mem-  
ory is not wholly confined to the  
brain—that the function belongs in a  
degree to each of the senses—that  
there is a local memory, a memory of  
the hands and feet, as the experience  
of pianists and dancers suggests, and  
a memory of the eyes and of the ears  
—he disclosed a principle susceptible  
of utilization by educators. If mem-  
ory were solely a function of the brain

all branches of education could be im-  
parted by maxims, and the student of  
horsemanship or swimming or music  
could perfect himself by conning a  
book. To acquire proficiency in pen-  
manship or in spelling nothing more  
would be required than to learn the  
rules. Experience shows, however,  
that the memorization of rules is only  
a beginning — that "Practice makes  
perfect." Facility in Penmanship  
comes from the training of the eye  
and the hand as well as from implant-  
ing in the mind rules for forming the  
characters to be described by the pen.  
The A. N. Palmer Company has  
made possible the economy of time,  
in instructing students of writing and  
spelling, by compiling a series of text  
books which teach both at once. The  
Palmer script is legible as well as  
beautiful, and may be written with ex-  
traordinary rapidity. The text-books,  
containing material for an eight-year  
course, present writing lessons which  
are spelling lessons as well, the words  
for the purpose selected and arranged  
by two prominent teachers of New  
York city. The lessons are printed  
from photo-engraved plates from  
originals in muscular movement writ-  
ing, performed at commercial speed.  
The system is commended without  
reservation. Everybody recalls the  
story of the epigrammatist who when  
reproached for his bad handwriting  
replied that he did not dare to mend  
it for fear people would see how  
wretchedly he spelled. He belonged  
to a numerous tribe, whose disappear-  
ance will be promoted by the intro-  
duction of the Palmer Method Spell-  
ers.

**American Anniversaries; Every Day  
in the Year; Presenting Seven Hun-  
dred and Fifty Events in United  
States History, from the Discovery  
of America to the Present Day.** By  
Philip Robert Dillon. Cloth, 349  
pages; with index, XIV pages.  
Philip R. Dillon Publishing Com-  
pany, New York. Price \$2.50.

As is remarked by William Rab-  
enort, Ph.D., of Columbia University,  
in the "Foreword" to this interesting  
volume, to find an unexplored region  
in the realm of reference books is an  
unwonted achievement, yet this is  
what Mr. Dillon seems to have done.  
Nor is this all, for he has accom-  
plished in a creditable manner the un-  
dertaking to which he has set his  
hand; and, notwithstanding the fre-  
quently fragmentary character of  
many of the paragraphs—a circum-  
stance inherent in the plan of the  
work—it must be admitted that the  
author has written a readable book.  
His selection of topics shows judg-  
ment, and evidence is easily discover-  
able by any one who makes the test  
that pains have been taken to produce  
a work strictly "up to date." To  
demonstrate that other subjects than  
war are accorded the importance  
which is their due, it may be noted  
that the anniversary commemorated  
under the date of the 25th of March  
is the celebration of the first Catholic  
Mass, on St. Clement's Island, near  
the mouth of the Potomac River, in  
Maryland, by Father Andrew White,  
S.J., in the year 1634; this, by the way,  
being the year in which the first white  
man set foot on the soil of Wisconsin.



It was the worshippers at this first Mass in Maryland who two days later laid out the town of St. Mary's on the St. Mary's River, a branch of the Potomac, thus founding the colony of Maryland. In the opinion of Mr. Dillon this is the most distinctively Catholic anniversary in American history. From Thomas F. Meehan, associate editor of the Catholic Encyclopedia, he quotes the following, written for publication in "American Anniversaries": "From this event—the celebration of the first Mass on St. Clement's Island—follow in unbroken sequence: Public Catholic worship; religious toleration; the first native-born religious, men and women; the Hierarchy; Catholic education, the first schools and the first college; the first civic organization, St. Mary's." Mr. Dillon's book will be prized in newspaper offices, and valued by the public generally. It is worthy of a place in every school library.

**The American Year Book; a Record of Events and Progress; 1918.** Edited by Francis G. Wickware, B. A., B. Sc., with Co-operation of a Supervisory Board Representing National Learned Societies. Cloth, 850 pages. Price \$3.50 net. D. Appleton & Company, New York.

The year 1918 was marked beyond any other recent twelvemonth by events that will make it memorable in the history of America and the world. Within the compass of this volume is a record of what happened during that year in war, business, science, art and other fields of human endeavor, the various subjects being grouped under thirty-one different classifications, each section compiled by a specialist in his line, and each topic being summarized and reviewed by a competent writer. Former issues of the American Year Book—there have been nine in all—are highly prized assets of every reference library; but the current issue exceeds its predecessors in permanent value, and teachers as well as business and professional men in general are likely to appraise it as indispensable.

#### Catholic Hymns for the People.

Edited by James Martin Raker. Cloth, 96 pages. Price \$1, postpaid. Catholic Music Press, Wilton, Wis. The object of this compilation as set forth in the preface is to present in a form convenient both for singing and accompaniment a selection of hymns and tunes drawn from Catholic sources, fairly representative of the best traditions, and covering all ordinary requirements of popular sacred songs. There are evidences in the volume, which bears the imprimatur of His Grace Bishop Schwabach of La Crosse, that it has been a labor of love by one with "music in his soul" who has a reverent liking for good old melodies worthy in them-

selves and hallowed by associations. In several instances where English words were lacking they have been supplied by the editor. His hope that "the collection will find acceptance in the homes of the people, where too often are to be found only hymns commendable neither for musical propriety nor soundness of doctrine," deserves encouragement.

**Webster's New Handy Dictionary,** Based Upon Webster's New International Dictionary. Cloth, 278 pages. Price 32 cents. American Book Company, New York.

This is a compact volume intended to settle quickly, briefly, and with final authority questions with regard to spelling, capitalization, abbreviations, the use of hyphens, etc., that are constantly arising in the day's work of people using the English language. The English-speaking world may be said to concede that for all practical purposes "Webster's" decisions on these questions are as nearly as possible equivalent to those of a tribunal of last appeal. The little volume is likely to be regarded as indispensable by stenographers, secretaries and busy writers in general. Its vocabulary has been freshly compiled with a view to including words most likely to be often sought for in a dictionary, and especially those which have come into use recently. Clearness and precision have been aimed at in the definitions, and especial care has been taken to indicate plural forms in every instance liable to doubt, as well as to show the parts of irregular verbs and the comparisons of adjectives, as by adding "er" or "est" or by prefixing "more" or "most." A pronouncing gazetteer of the world, a list of foreign words and phrases and other useful compilations constitute the supplementary matter.

**The Four Gates.** By Rev. Edward P. Garesché, S. J. Cloth, 139 pages. Price, \$1.50. P. J. Kenedy & Sons, New York.

This is a volume made up of brief poems on a variety of themes, frequently but not always devotional, and invariably instinct with reverent appreciation of divine goodness and human duty. Like all of Father Garesché's verse it deserves attention from members of the reading public who relish good literature. The "Four Gates," it may be explained, are Spring, Summer, Autumn and Winter.

**Sonnets and Other Verses.** By Rev. Francis A. Gaffney, O. P. (Second Edition.) Cloth, 163 pages. Full page frontispiece of the author. Price, \$1. P. J. Kenedy & Sons, New York.

This exquisite contribution to poetical literature includes "Sonnets," "Sermons in Flowers," "Jubilee Verses" and "Lines on Photographs to Friends." As might be expected, from a priestly pen, throughout the book there is a deep religious strain. Autographed copies may be had on application.

Back issues of The Journal may be had at 20c each. Complete your files now while possible to do so.

## VICTORY Brand Yarns

FOR  
KNITTING and  
CROCHETTING

Fancy colors and Heather mixtures in proper weights for summer garments. Sold direct by the Manufacturers. Send for samples.

**Lincoln Yarn Company**

97 Bedford St., Boston, Mass.

## A Proven Value as Family Medicine

Mother Has Used Father John's Medicine Over Seven Years.



"I have used Father John's Medicine over seven years and find it to be the best medicine for colds and building up the system I have ever tried. We use it for our whole family. This is a photo of my two children, the boy four, and the girl eight years of age." (Signed) Mr. and Mrs. Bernard Jun, 634½ E. 4th St., Alton, Ill.

The food energy which Father John's Medicine contains is exactly the kind of energy which is most easily taken up by the system and by the processes of nature turned into tissue or flesh. Because it does not contain any alcohol or dangerous drugs in any form, Father John's Medicine is the safe medicine for all the family.

## BIOLOGY TEACHERS

We have the laboratory material for your Biology classes. Prompt shipments, reasonable prices. Send for price lists. Place your orders NOW for fall term classes.

**BIOLOGICAL SUPPLY COMPANY**

66 Edgerton Street ROCHESTER, N. Y.

**Your Eyes** Granulated Eyelids, Eyes inflamed by exposure to Sun, Dust and Wind quickly relieved by Murine Eye Remedy. No Smarting, just Eye Comfort. At

Your Druggists or by mail 60c per Bottle. For Book of the Eye free write Murine Eye Remedy Co., Chicago.



### HUMOR OF THE SCHOOL ROOM.

#### Popular Illustration.

A teacher had given lessons to an infants' class on the Ten Commandments. In order to test their memories, she asked:

"Can any little child give me a commandment with only four words in it?"

A hand was raised immediately.

"Well?" said the teacher.

"Keep off the grass," was the reply.

#### Came Later.

Teacher (to new pupil)—"What is your last name, my little man?"

New Pupil—"Tommy."

Teacher—"What is your full name?"

New Pupil—"Tommy Jones."

Teacher—"Then Jones is your last name?"

Tommy—"No, it isn't. When I was born my name was Jones, and they didn't give me the other for a month afterward."

#### Speaking of Danger.

The teacher had been telling her class about the rhinoceros family. "Now name some things," she said, "that are very dangerous to get near to and that have horns."

"Automobiles!" promptly answered Johnny.

#### A Useless Member.

Unlike most little boys who have never attended school, little Arthur was firm in his determination not to go. Finally his favorite Aunt Emma was called in to use her persuasive powers in breaking his will.

"Why, surely, Arthur," said his aunt, "you are going to school with your big sister in the fall?"

"No, I'm not going to school at all," steadfastly declared the little chap. "I can't read, nor I can't write, nor I can't sing; so I'd like to know what good I'd be at school!"

#### How It Looked to Him.

A teacher was trying to impress her pupils with the rising inflection in reading. She wrote this sentence, "Where are you going?" on the board, and asked Tommy to read it. Tommy read, "Where are you going?"—no inflection. She had him do it again. There was no change. "Now, Tommy," she said, "look carefully at that sentence and see if you don't notice some difference between it and others we've had. Be sharp now, and read it again." Tommy wriggled back and forth in an effort to be "sharp," and then the light of knowledge shone forth from his eyes, and he read, "Where are you going, little buttonhook?"

#### A Practical Problem.

"Good-morning, children," said the arithmetic teacher. "How many of you have prepared an original problem in multiplication, as I requested?" Only one hand went up. "Well, William, you may give your problem and the rest of the class may solve it." "If my baby sister is a year old now and weighs twenty pounds, and keeps on gaining two ounces a day until she is sixteen years old, and if the price of living doubles again in the next ten years, how much will my sister's graduation outfit cost? Mother says she would like to know."

#### More Poultry Than History.

After the teacher had recited "The Landing of the Pilgrims," she requested each pupil to draw from his or her imagination a picture of Plymouth Rock. Most of them went to work at once, but one little fellow hesitated, and at length raised his hand. "Well, Willie, what is it?" asked the teacher. "Please, ma'am, do you want us to draw a hen or a rooster?"

#### Practical Application of Text.

A little boy in Sunday-school was taught the Scriptural text, "Whatsoever a man sows, that also shall he reap. Asked to repeat it the following Sunday, he replied: "Whatever a man sews always rips."

### YOUR INTERESTS

Are

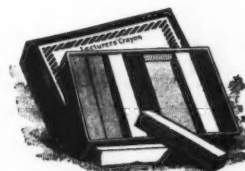
### OUR INTERESTS

Tell us your problems by addressing our School Service Department. It is our keen desire to help you. Are you having difficulty in procuring materials? We will be glad to give you the name of dealers who can supply you.



Are you doing real blackboard work? Do you know what the grade teacher can achieve by the use of White and Colored Chalks? Send us your name and we will gladly mail you an interesting brochure on "What the Average Teacher May Accomplish in Blackboard Drawing." For 50c we include a box of Colored Lecturer's Square Chalk as illustrated.

Ask for No. 909.



Yours to Serve,

**BINNEY & SMITH CO.**

81-83 Fulton St.,

NEW YORK.

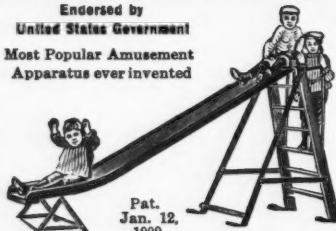
# Directory of Supplies and Equipment

## ALBERT Teachers' Agency

25 E. JACKSON BLVD., CHICAGO

34th Year. Our Booklet "TEACHING AS A BUSINESS" with timely chapters on Peace Salaries, Prospects, Critical Letters of Application, etc., sent **FREE**.  
437 Fifth Ave., New York; Symes Building, Denver; Peyton Building, Spokane.

Endorsed by  
United States Government  
Most Popular Amusement  
Apparatus ever invented



### PLAYGROUND APPARATUS

We carry a complete line of playground apparatus especially adapted for school use. Hundreds of schools throughout the United States have their playgrounds equipped with Tothill slides, teeter-totter, giant strides, etc. Our playground apparatus is durable, strong and safe, and every piece leaving our factory is guaranteed. Write today for our catalog on Playground Apparatus.

W. S. TOTHILL 1806 Webster Ave., CHICAGO, ILL.  
Established 1876

## ...HOME AND COUNTRY READERS...

By Mary A. Laselle

Textbooks of patriotism and civic ideals in the form of reading-books for the grammar grades, emphasizing the value and importance of the two great human institutions—the country and the home.

Books I-IV, for grades V-VIII. Each 65 cents.

### RHYME AND STORY READERS

By ETTA AUSTIN BLAISDELL and MARY FRANCES BLAISDELL

RHYME AND STORY PRIMER. 36 cents. RHYME AND STORY FIRST READER. 40 cents.

"Story-approach" method. Emphasis on phrasing. Profusely illustrated in colors.

LITTLE, BROWN & COMPANY, 623 So. Wabash Avenue, CHICAGO



## Johnson's WINDOW SHADE Adjusters

GIVE THIS SERVICE

Shades to be properly hung should be adjustable from top. They can then be raised or lowered, regulating daylight, sunlight and ventilation as desired. They are neat in appearance, easy to operate and are universally recommended by all who use them. Inexpensive and durable.

Write for Illustrated Booklet, Prices, Etc.

R. R. JOHNSON & CO., Mfrs.  
WAUSEON, OHIO.

STANDARD



### THE BEST DESKS

There is a world of difference between School Desks and Haney School Desks. Why don't you give us an opportunity to tell you the difference in construction?

Here is what we will do. We will advise you, co-operate with you and aid you all we can. And then we will tell you something about our particular Furniture and make you some prices which, we believe, will open your eyes.

We have concentrated on this Business a third of a century. We think we know what to put in and what to leave out of Pupils' Desks, Church and Assembly Seating, Bookcases, Tables, Recitation Seats, artificial Blackboard and general School equipment.

We say to you we can save you money on anything you wish to purchase in this line. Let us prove it.

HANEY SCHOOL FURNITURE CO.  
Grand Rapids, Mich.

## She Lost Her Cud

The farmer found her so depressed and discouraged, head drooping, muscles lax, body dejected. He hurried to the swamp, scraped some bark from an elder bush, added some trifles and made a little ball; this he put into her mouth; she chewed it, the cud came back, and the cow was well and happy again.

Have you lost your cud? Does school drag? Do the boys play "hookey"? Are the girls listless? Are the teachers, the principal, the superintendent and the Board discouraged? Get a cud; we can furnish it. A printing outfit installed in your school will change the atmosphere like magic, will inject pep, loyalty, and enthusiasm. Call us into council.

Barnhart Brothers & Spindler  
Type, Printing Machinery and Supplies  
Chicago Washington, D. C. Dallas Saint Louis  
Kansas City Omaha Saint Paul Seattle

## Teachers, Clergy and Officials

### VISIT THE OLD CATHEDRAL

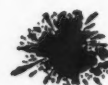
The oldest church in St. Louis, a building of wonderful historical interests,

ON WALNUT ST., Between SECOND & THIRD

We invite you to visit our store, which is almost opposite and on the corner of Second and Walnut St. Mention this advertisement and we will present free a handy Atlas of the World to each visitor. We want you to look over our line of goods and receive our wholesale price-list. We furnish everything necessary for the equipment of modern schools—supplies and furniture.

### Standard School Supply Co.

204 Walnut Street,  
St. Louis, Mo.



## McCLUNG'S

### MINERAL INK POWDER

Makes excellent, non-corrosive

### BLUISH-BLACK INK

Easily prepared, always ready for service. Sample half-pint to Hotels and Schools, by Parcel Post for Three 3-cent Stamps. Prices quoted on request.

Material for one-half pint Red Ink by Parcel Post for 25 cents.

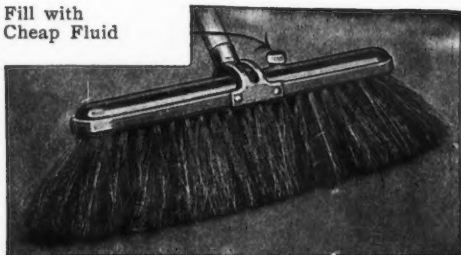
Mineral Tablet Ink Co., Pueblo, Colo.



# Directory of Supplies and Equipment

## FIVE YEAR SWEEPER GUARANTEED

Fill with  
Cheap Fluid



Five years in a ten room home—two years in a 30x60 foot store—one year in a six class room school building.

Being "Self-Moistened," this brush needs no "Floor Powder" nor "Floor Oil," which saves \$20 to \$30 per Brush.

A satisfactory allowance on a new brush will be made if the brush you have paid for fails to fulfill all claims.

It wears longer than two to four ordinary brushes, longer than 24 to 36 corn brooms.

**30 DAYS FREE TRIAL. EXPRESS PREPAID.**

IF YOU DON'T LIKE IT, RETURN IT AT OUR EXPENSE.

**Milwaukee Dustless Brush Co.,** 101 TWENTY-SECOND ST.  
Milwaukee, Wisconsin.

## ALTAR BREAD BAKING OVENS

Adapted to Gas, Gasoline, Liquid-Gasoline, Gasoline-Gas, Natural-Gas, Alcohol, Kerosene, or Electricity. Improved Double Cutter, Tubular Cutter, Hand Cutters, all sizes, for large and small breads. Established 1876.

**P. H. HORAN**

Factory: Horan Bldg., 632-634 Harrison Ave., BOSTON MASS., U. S. A.

Kindly write for latest catalogue. Correspondence respectfully solicited. Write for particulars concerning our latest invention in Electric Ovens.

*U. S. S. S. S.*

Key: The good shorthand writer is always in demand.

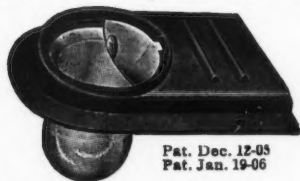
Churchill Shorthand saves time for both teacher and pupil. You cannot give your students a better system for all around shorthand work.

Write today for free information and sample lessons.

**CHURCHILL SHORTHAND COMPANY**  
(NOT INC.)

5707 Lake St., Chicago

## The Most Popular and the Best Selling Inkwell on the Market



Pat. Dec. 12-05  
Pat. Jan. 19-06

No Hinges to Break or Corks to Lose

**U. S. INK WELL CO., Inc.**

MANUFACTURERS

S. W. 9th and Murphy

Des Moines, Ia.

*Non-Evaporating Non-Breakable  
Dust-Proof*

The U. S. Inkwell combines durability, service and economy. Hundreds of testimonials for the U. S. Inkwell are the best evidence that it is all as represented.

**Sold on its merits and guaranteed**  
A TRIAL ORDER SOLICITED.

## COLLEGE OF ST. ELIZABETH

CONVENT STATION, (Near Morristown, N. J.)

One Hour from New York City

1. School of Arts and Sciences. Four years' courses leading to the degrees of A.B. and B.S.
2. School of Music. A course leading to the degree of B.M. Teacher's and Artist's certificates are issued.
3. School of Household Arts and Sciences. A course leading to the degree of B. S. General courses in Home Economics open to all college students.
4. School of Expression. A four year course.
5. School of Pedagogy. Required for entrance, two years of college work. Incorporated under the Laws of the State of New Jersey with full power to confer Degrees.

### ACADEMY

1. A Standard High School. Full college preparatory grade.
  2. Grammar and Primary departments.
- College and Academy registered by the University of the State of New York and the New Jersey and Pennsylvania State Boards of Education.

## JOSEPH GILLOTT'S STEEL PENS

The Standard Pens of the World

Gold Medals, Paris, 1876 and 1889.  
Highest Award at Chicago, 1893.



Selected Numbers:

303, 404, 604 E. F., 601 E. F., 332  
1044, and Stub points 1008, 1043.  
For Vertical Writing, 1045, 1046, and 1047

ASK YOUR DEALER FOR THEM

JOSEPH GILLOTT & SONS, New York

**Fiegl's**  
**CHOCOLATES**  
Milwaukee  
*Institutional Trade Solicited*

**Supplementary Arithmetic**  
*Leaflets*  
(graded), used in Cleveland Public Schools.  
Send 10 cents for sample, stating grade.  
The Britton Printing Co., Cleveland, O.  
Address School Dept.

When You See This Trade Mark  
You Can Always Absolutely Depend upon Superior Quality.

**AMERICAN**  
The "Old Faithful" Crayons



Old Faithful

THE AMERICAN CRAYON CO.  
ESTABLISHED 1835  
SANDUSKY OHIO  
WALTHAM MASS  
MADE IN U.S.A.

TRADE-MARK

Best Quality Crayons Bear this Design.

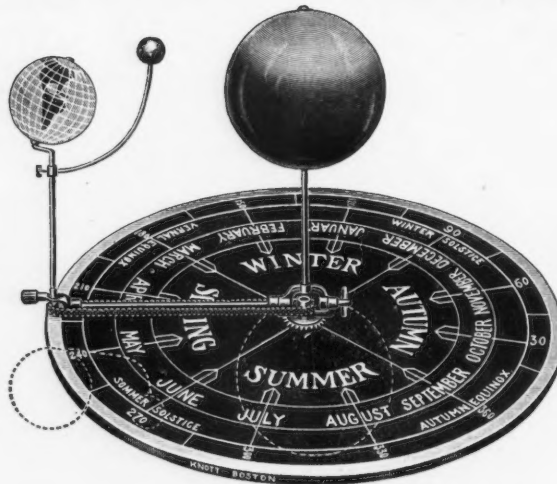
# HACKELING TELLURIAN

No. 49-90

*Invented by the late DR. HERMAN A. HACKELING*

An educational tellurian at low cost which will make clear to the student the relative positions of the Sun, Earth, and Moon and the inter-relations resulting from their rotation and revolution.

**Approved by New York City Board of Superintendents**



Patent No. 858,977, Issued July 2, 1907

As will be noted from the illustration, all unnecessary features have been omitted and the essential parts have been simplified and strengthened. All mechanical details are exposed and their design is of such a nature that it is practically impossible for them to get out of order. All metal parts are ample in size and neatly finished. The base is of five-ply well seasoned hardwood neatly finished.

**PRICE - - - \$17.50**

ONE DOZEN OR MORE  
SPECIAL PRICE ON REQUEST

## NEW CATALOGUES

Our New Complete Catalogue (No. 24) and our New Chemical and Biological Catalogue (No. 24C) will be ready for distribution soon.

Will you not file application for copies at once.

## SUMMER ORDERS—FALL SHIPMENTS

Place your order NOW. Allow us to pack the goods and hold them for shipment to arrive when needed.

Owing to the large number of orders usually received during the early Fall Term, we find it impossible to guarantee immediate deliveries.

# L. E. KNOTT APPARATUS COMPANY

79-83 Amherst St.,

CAMBRIDGE, STATION A, BOSTON, MASS.







## Superior Teaching Material

**Peters' Modern Pianoforte Method** . . . . \$1.00  
The most successful method on the market.

**Willis' Practical Graded Course** . . . . \$1.00  
In four volumes. From beginner's work to difficult grades. Each volume \$1.00.

**Bilbro's Very First Piano Lessons** . . . . \$0.75  
An instruction book for very young beginners; almost of Kindergarten simplicity.

**The Proficient Pianist**, by Louis Victor Saar.  
Vol. I, \$1.00; Vol. II, \$1.50

New, modern and thoroughly progressive study works by one of America's foremost pedagogues. Volume I for beginners; Volume II for intermediates.

**Melody Book**, by Dorothy Gaynor Blake . . . \$0.60  
Planned to teach from the middle C-out. Second Book a little more advanced. Each, 60 cents. Large notes only. Illustrated.

**Little Etudes for Little Fingers**, by Mathilde Bilbro . . . \$1.00  
Each etude provides for the study of some definite technical Problem.

**Study of Bass Notes**, by Mathilde Bilbro . . . \$1.00  
An original, effective and attractive work for the study of notes in the bass clef for very young beginners.

**Recital Song Stories**, by Mathilde Bilbro . . . \$0.50  
Very easy pieces (with words).

**Land of the Elves**, by Mathilde Bilbro . . . \$0.60  
A charming musical journey for young students. Twelve episodes with verses accompanying.

**Ghost Tales**, by Mathilde Bilbro . . . . \$0.75  
Nine fascinating little pieces, each telling a story.

SENT ON APPROVAL. OUR SERVICE IS UNEQUALLED.

**THE WILLIS MUSIC CO.**

137 W. Fourth St.

Cincinnati, O.

## New Simplex Eraser Cleaner



Don't allow your pupils to injure their health and soil beautiful school buildings by pounding erasers on the wall outside the nearest door or window.

Get a  
**SIMPLEX**  
motor or hand  
driven Eraser  
Cleaner and solve  
the problem for  
all time to  
come.

The electric shown above is driven by a universal motor, that will operate on any and all electric currents. Cleans 100 erasers thoroughly in 15 minutes. The only sanitary and hygienic eraser cleaner made.

"The Health of the Child is the Power of the Nation."

FOR SALE BY LEADING SCHOOL SUPPLY HOUSES.  
AGENTS WANTED.

**JAMES LYNN COMPANY**

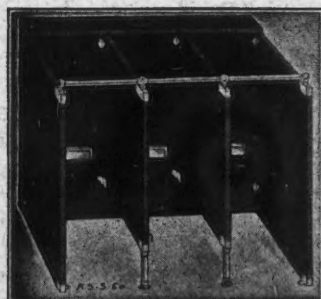
14 East Jackson Blvd., CHICAGO, ILL.



## Natural Slate Blackboards

are Smooth, Jet-black  
Durable and Sanitary

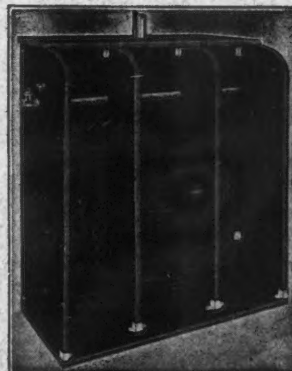
Write for price and Blackboard Booklet



## Sanitary Slate Fixtures

Sanitary in fact because  
non-absorbent and built to  
ventilate

Catalog "B" yours for the asking

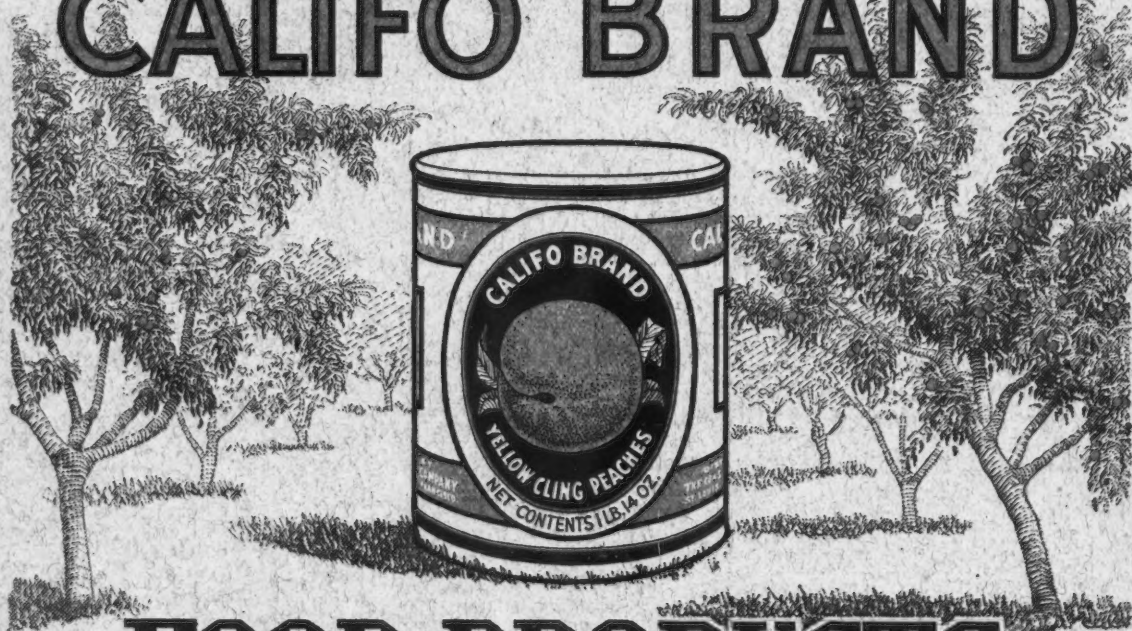


**Keenan Structural Slate Company, Inc.**

Main and Washington Streets

BANGOR, PENNA.

# CALIFO BRAND



## FOOD PRODUCTS

### *Simplified Buying*

**P**ROGRESSIVE Purchasing Departments for Institutions, Schools, Hospitals and Industrial Cafeterias are turning in ever increasing numbers to The Coast Products Company for supplies in canned foods. Instead of buying a miscellaneous assortment from many sources, they save time and motion, and secure practically their entire needs under the great CALIFO Seal of Quality. CALIFO Foods are already selected for their special requirements. They are grown, graded and packed by experts—so uniformly delicious and dependable that buyers need look no farther for superior food.

Simplify your purchasing of Fruits, Berries, Asparagus, Pineapple, Preserves, Jams, Vegetables, Olives, Dried Fruits, Sea Foods, etc., by centralizing your orders under the CALIFO guarantee of complete satisfaction. We can supply fully and economically the needs of large and small buyers, through our nearest branch warehouse, freight charges prepaid.

*Write for "CALIFO" Food Chart and Price List*

## The Coast Products Company

8th and Spruce Streets, St. Louis

### DISTRIBUTING WAREHOUSES:

Rochester

Chicago  
Omaha

Indianapolis

Kansas City  
Des Moines

Minneapolis  
Dallas

Cincinnati

FREIGHT PAID to Any Railroad Station in the U. S. A.



